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DESCRIPTORS- *HIGH SCHOOL STUDENTS, QUESTIONNAIRES, RESEARCH, *CIVIL RIGHTS, VALUES, SOCIAL CHARACTERISTICS, EDUCATIONAL BACKGROUND, SOCIAL DISCRIMINATION, COURT CASES,

HIGH SCHOOL STUDENTS WERE MEASURED ON THE DEGREE TO WHICH THEY HOLD VIEWS WHICH FAVOR A CIVIL LIBERTARIAN POSITION, AND THE EXTENT TO WHICH THESE VIEWS APPEARED TO BE INFLUENCED BY THE SOCIAL ATTRIBUTES OF THE PEOPLE INVOLVED. FROM NINE SCHOOLS IN THE PORTLAND METROPOLITAN AREA, 3,066 SENIORS RESPONDED TO A SELF-ADMINISTERED QUESTIONNAIRE. THE QUESTIONNAIRE GATHERED A VARIETY OF DATA ABOUT THE SOCIAL BACKGROUND AND SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF THE STUDENTS AS WELL AS ASSESSING CIVIL LIBERTARIAN ATTITUDES BY USING DESCRIPTIONS OF CASES AND SITUATIONS, EACH INVOLVING A CONSTITUTIONAL QUESTION. THE RESULTING DATA, REPORTED IN CHAPER 1, INDICATE THAT ALTHOUGH THE STUDENTS FAVOR A CIVIL LIBERTARIAN POSITION IN EXTENDING CIVIL RIGHTS, THEY WERE OFTEN UNFAIR, BEING INFLUENCED BY THE PERSONAL AND SOCIAL ATTRIBUTES OF THE PEOPLE INVOLVED. CHAPTERS 2 AND 3 DESCRIBE THE EXTENT TO WHICH CIVIL LIBERTARIAN DISPOSITIONS ARE EFFECTED BY SOCIAL AND EDUCATIONAL BACKGROUND FACTORS SUCH AS SEX, SOCIAL CLASS, RELIGION, ACADEMIC ACHIEVEMENT, AND SCHOOL ENVIRONMENT AND BY THE VALUE ORIENTATIONS OF THE STUDENTS. THE SURVEY APPEARED TO DEMONSTRATE THAT SCHOOLS WERE NOT PRODUCING A HIGH DEGREE OF CONCENSUS ABOUT CONSTITUTIONALLY PROTECTED FREEDOMS IN A NUMBER OF CRITICAL AREAS. (CG)

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Final Report

ATTITUDES TOWARD CIVIL LIBERTIES AMONG HIGH SCHOOL SENIORS

Cooperative Research Project ~~No.~~ BR-5-8167 -~~24~~
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1967

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CHAPTER I

THE PROBLEM OF CIVIL LIBERTIES IN MODERN SOCIETY

Introduction

The American educational system bears an affirmative responsibility for producing a citizenry that is able to cope effectively with the rapidly changing social and political realities of modern democracy in an increasingly urbanized society. At the same time, the schools must transmit the fundamental cultural values of our heritage. The classical dilemma between constancy and change which has been the central focus of curriculum improvement in American schools has never been more intense or as far-reaching as it is at the present time.

Among the strains confronting the modern school is the emergence of new and the elaboration of older basic social rights and civil liberties represented by recent Supreme Court rulings. Progressively more issues dividing the community in the area of human relations and challenging our understandings of the fundamental values explicitly and implicitly embodied in the Constitution and the Bill of Rights have been handled by the Courts. Since its 1960-61 term alone, for example, more than 124 cases involving these values have been decided by the Court, most of them enunciating basic shifts in the previous understandings and beliefs about their applicability to particular situations.

For the first time in its almost 200-year history, the Supreme Court has come under widespread popular attack mainly because of a series of landmark decisions concerned with criminal procedures, political dissent, social non-conformity, and race relations. In large measure, the Court's unpopularity may be traced to its having shifted its main attention from the rights and obligations expressly described in the Bill of Rights to elucidating the "penumbra" of civil liberties, i.e., the social contexts in which these freedoms exist and the indirect consequences or implications of substantive rights.

According to some observers, the Court at the present time is in the unusual, if not unique, position of having outdistanced the climate of opinion in our society. More often than not, profoundly basic Court rulings have been reported to the public through such near-hysterical, simplistic newspaper headlines as: COURT FAVORS COMMUNISTS; SUPREME COURT OUTLAWS RELIGION; or, JURISTS AGREE WITH CONVICTED MASS SLAYER. Public opinion polls, in turn, have shown that surprising numbers of Americans believe that the Court has undermined law and order, public morality, and the traditional values of our society. Thus, recent Gallup Poll studies found that only about 45 per cent of those interviewed rated the Court as "Excellent" or "Good" and about the same proportion considered it "impartial" in its decisions. In addition, the polls have also found that large majorities of Americans strongly disapprove of such particular Court decisions as the ruling on Communist registration, the admissibility of confessions as evidence in trials, and religious practices in the public schools.

In the light of these materials, there is little evidence that either the mass media or the educational system has done much to engender public confidence in the Supreme Court or basic understanding of the place of civil liberties in American society. At first sight, this situation might be attributable to a general lack of knowledge concerning basic constitutional protections and rights. Thus, surveys indicate that only about one-in-five Americans can correctly identify the Bill of Rights, and about the same proportion attained a score of 75 percent or better on a recent National Citizenship Test conducted by CBS-TV News. Since no other single item of civic education is so consistently a part of the educational experiences of all Americans as courses in American Government and the Constitution, such data could easily lead one to conclude that the schools have failed to transmit the most elemental forms of knowledge and information required of the citizen.

From another standpoint, however, the problem is a more challenging one that probably cannot be solved by merely increasing the amount of public information. In its most generalized form, the present condition reflects the growing pluralistic nature of modern society. The basis of our social order and consensus shifted from relative homogeneity to increasing heterogenity of values. The continued viability of such a society lies in its ability to transmit a set of values to further elaborate the rule of law and to establish socio-political integration based on difference and dissent rather than upon similarity and harmony. The new burdens and profound responsibilities thus imposed upon the school as the main vehicle for transmitting these values in a multi-racial, multi-cultural society are patently clear. Not only must the schools teach democratic values in the form of substantive information, they must also find a way of conveying the procedural principles which are essential to the operation of the rule of law. For example, the student and prospective citizen must not only have some general sense of appreciation for freedom of speech, but the schools must also have transmitted to him criteria of judgment and understanding for extending such protections to concrete situations which frequently involve individuals who are moral, social, and/or political deviants, non-conformists, and sometimes even threats.

Given the authoritarian manner in which schools are traditionally organized and that they are manned by personnel who abhor controversy, it is highly unlikely that the educational establishment will be able to sensitize and expose future citizens to the critical features of newly emergent forms of social organization. Thus, while general information about constitutional protections will continue to be conveyed in the usual form of "free speech is guaranteed," the mechanisms by which it can be expressed or restricted and the forms it might take are questions that are either ignored or unproblematized in the typical social studies classroom. Few, if any, teachers would examine the parallels between the Boston Tea Party as an example of violent political demonstration and the various forms of contemporary protest concerned with civil rights or Vietnam. Instead, the student learns an abstract public catechism that quickly becomes inoperative when applied to concrete situations and irrelevant to his daily experiences. Indeed, the student quickly learns that such freedoms as free speech depend upon "who you are" and that there is a wide discrepancy between high-sounding platitudes and "practical" realities. For some, this situation is responded to by various forms of alienated behavior, particularly in the growing subculture of "hippies"; for most, however, the situation is accepted as immutable and right because the "law" must not be challenged and authorities must not be questioned.

Public attitudes toward civil liberties can have a special attraction to the social scientist because of the peculiar position occupied by constitutional guarantees. A major part of this peculiarity arises out of the fact that these guarantees can be conceived of as special instances of more general social norms. The principles embodied in the Bill of Rights and expressed in findings of the Court address themselves less to the law than to the status of public conscience.

As one commentator has put it:

> It is generally agreed . . . that timing is one of the most important considerations . . . in controversies over civil liberties. The issues must be right for the Court, and the country must be ripe for the Court's decision . . . . The Bill of Rights speaks in majestic generalities, and their application to a particular lawsuit is not a simple matter of matching the lawsuit to the Constitution; if it were there would be no need for a Supreme Court . . . .

> The simple truth is that when the Supreme Court passes upon a civil-liberties case it is not sitting as a court of law. Although it employs the traditional forms and terminology of private litigation, its function is not law but statesmanship. The simple truth is also that the Court has no easy means or objective criteria to aid it in the exercise of its judgment; indeed the judgment is largely intuition and informal guess . . .[1]

If one accepts the view that the Court embodies a collective or public conscience as one's point of departure, then the legal concept of the rule of law can be interpreted as a social norm of fair play manifested in another sector of the social order. Rather than engaging in what Roche[2] has called "legal crocheting," the reasoning engaged in by the Court is equivalent to the construction of social categories and the application of social meanings undertaken by the public at large.

According to the framework being proposed here, contemporary attacks upon the Court may be seen as reflecting a response to the more general shift from what some constitutional lawyers call a substantive to a procedural concept of due process. Elucidation of this distinction offers an important guideline for the conduct of research in the area of civil liberties. Surveys that concern themselves directly with substantive rights, usually as enumerated in the First

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[1] Pfeffer, Leo, The Liberties of an American, The Beacon Press, Boston, Mas., 1963, pp. 25-6, pp. 29-30; see also Konvitz, Milton R., "Civil Liberties," The Annals, Vol. 371, May, 1967, pp. 38-58.

[2] See Roche, John P., Courts and Rights, New York: Random House, 1961.

Amendment, are analogous to the manner in which materials are taught in our schools as civic mythologies and as immutable truths. We would expect generalized support when the research strategy is on this level of analysis; by the same token, we can expect to find some degree of rejection when the generality is applied to the particular case.

In other words, while certain substantive freedoms are seen as absolute and inviolable, the procedural elements are not and cannot be codified in the law anymore than they can be made static parts of the social process. Thus, the freedoms of speech, worship, or assembly are or have become virtual absolutes. However, they are also abstract and meaningless unless and until they are exercised or placed in a context or social situation. It is the evaluation of that context and the ingredients making it up that occasions judicial review in much the same way as it generates public evaluation. And under our version of jurisprudence, while the vocabulary may differ, the reasoning engaged in by judges cannot be significantly different from the reasoning engaged in by the public.

The context or situation is evaluated from two standpoints. In the first place, it is defined and evaluated with regard to its probable consequences; secondly, it is evaluated with regard to the participants. The first kind of evaluation is best illustrated in the doctrine of "clear and present danger." For example, a person has the right to free speech unless the consequences are said to be or are understood to be disastrous, such as shouting: "Fire!" in a crowded theatre. It is noteworthy that the crucial ingredients determining freedom of speech are contained in a set of socio-cultural expectations about what a crowd is and how it behaves rather than in the words of the Bill of Rights or legal rulings. In short, the judgment is made in terms of the probable correlations among several situations. The manner in which these correlations are drawn is not a matter of legal definition; they are matters of the logic of the social situations as they have been experienced and occur in society. This is one way in which issues involving constitutional freedoms differ from other types of litigation in which the situation and its consequences are defined within a closed rather than open system of categories.

The other property of the context that especially concerns constitutional issues arises with respect to the social, political, economic, and other attributes of the participants. Adjudication requires the construction of a relationship between some general definition of an act performed by an individual having attributes in addition to those specified in the case and some circumstance which also has attributes in addition than those specified in the case. According to our adversary principle, any case at law concerns two or more contending constructions of this relationship between the general and the particular instance. In our particular judicial traditions, the application of the rule of law implies that this reasoning can occur and a judgment can be rendered with minimal or no regard to what amounts to extra-legal characteristics of the actors. The law will ignore the fact that an actor has some racial, religious, or other attribute unless it can be specifically and reasonably connected to the case at hand. But again, litigation in constitutional issues differs from other types in that the traits of these personnel are not constructed types within a closed system of legal definitions, such as might obtain in the law of contract. Instead, the litigants in constitutional issues are seen as social objects posssssing attributes in addition to those specified by the case.

The problem posed here is the same as described in the definition of the situation. The definition of the actor reflects the manner of reasoning about sociological, rather than legal categories. The issue facing the Court is: do the extra-legal or range of social attributes of people stand independently of each other or is there a predisposition to see various roles and personality traits as necessarily interdependent?

This issue has particular relevance to civil liberties because it can be shown that the entire history and growth of civil liberties has concerned itself with situations and behaviors that are undesirable or heinous and with individuals who in the last analysis are frequently obnoxious or deviant in areas other than those directly involved in the case. The respectable citizen living in a suburban split-level home and possessing all the religious, moral and other correlates that this implies is simply not the kind of person who is likely to perform an act that will be responded to in a way that creates a civil liberties case.

We have sought to show that these two problems, the social significance of both the situation and the people involved, are particularly conjoined in cases involving constitutional protections. In the first place, the action or situation is always one that is defined as socially undesirable either in its nature or in its consequences. The behavior is frequently deviant not only in the sense that it is criminal or in violation of a statute, but also in the sense that the normative standards of the community have been affronted. In addition, the actor or litigant usually possesses undesirable traits or backgrounds that have the effect of calling forth further moral indignation.

The question confronting the research is: Are the social norms of fair play and equal treatment and the judicial norms of the rule of law and due process sufficiently congruent as to encompass larger or smaller ranges of situations and litigants? To put it another way, can an action, although designated as heinous and calling out moral indigation, be responded to and treated in the same manner as one that does not have this significance? It is in this sense that the Court decisions in civil liberties stand apart from the law as such and are linked to the conscience of the community. Therefore, public responses to Supreme Court decisions can be viewed as an index of the degree to which the Court and the public share a common code or set of standards of constructing social categories for reasoning about and evaluating situations and people. The question becomes one of assessing whether these constructions of basically social categories are congruent and whether the reasoning about them is consistent. The clearest contemporary example of this problem, about which there is much disagreement in the public and among the Justices, concerns the manner in which the Communist Party is to be defined. On the one hand, it can be viewed as within the range of legitimate political parties. On the other hand, it can be seen as an item within a range of political conspiracies. Under the first construction, the constitutional freedoms of the party are to be protected, while under the second definition of it, no such protections need be accorded. No amount of legal definition as such can solve this problem.

This, then, is the framework in which studies of attitudes toward civil liberties can be undertaken. The essence of this argument is that attitudes towards such cases reflect not so much a knowledge of what the law says as it does some more fundamental notion of due process in the forms of social norms of fair play applied to socially defined situations and people. In the last analysis, a civil liberties case has come into the Court and has been accepted by it because the more restricted view of the law has failed to operate.

Procedure

Conceiving of the problem in this manner led to a research strategy that departs from the conventional one of directly asking respondents to subscribe to general social values. Instead, our reasoning led us to attempt to construct questionnaire items that put civil liberties issues into a case or situational contest. In its final form, the questionnaire[3] included brief descriptions of 18 cases or situations, each raising a different kind of constitutional question. Most of the cases were carefully based on actual recent Court cases and they were abstracted in such a way as to focus upon a procedural protection. Respondents were asked to agree or disagree with the specific action or decision concluding the case.

It is obvious that this device cannot exhaust all the elements involved in the actual cases in a way that would satisfy an expert in constitutional law. No case involves a single protection and much depends upon the manner in which the argument is arranged. The rule of thumb followed was to attempt to abstract the case as it might appear in the lead paragraph of a newspaper report. The journalistic format was chosen as the method for presenting these cases because this is the manner in which the average citizen typically encounters and forms opinions about civil liberties.

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[3] The reader is referred to Appendix A, in which the entire questionnaire is reproduced. For a clearer understanding of the discussion that follows, special attention should be given to pp. 8-14 of the questionnaire.

In 16 of the situations, two versions of the case were prepared by keeping all the essential features constant and changing some characteristic of the participant. Usually, this change consisted of varying the type of crime, in others it consisted of varying some other characteristic, such as occupation. The two versions of the cases were distributed randomly between two forms of the questionnaire booklet. The unidentified booklets were then interspersed when they are distributed to respondents. No change was made in the remaining two cases to enable us to estimate the amount of bias, if any, that might have been introduced by the pattern of cases presented.

The questionnaire booklet containing these stories was administered to high school seniors in the Portland Metropolitan area during the last few months of the 1966 school year. High school seniors had been selected for study because we hoped to assess the "input" from the educational system into the political life of a community. This is the point in the life cycle at which a homogeneous age group is differentiated into those who will continue in diverse higher educational programs while others enter the community as workers, parents, and citizens. And it is here that the public interest in providing universal education for all practical purposes ceases.

It was our original intention to administer the questionnaire to the entire senior class of the Portland School District and to supplement the findings with results obtained in some parochial and suburban schools. Our original intention could not be fulfilled, however, because school officials in seven out of the twelve Portland High Schools refused to cooperate with the project. No difficulties were encountered in the three suburban schools and one parochial high school that were approached. This report, therefore, is based on 3,066 useable questionnaires that were completed by seniors in a total of nine high schools. Because we were unable to either survey or sample all of the students as originally planned, the population on which this report is based is not representative of the community as a whole. The population of students reported on here is biased in favor of those from higher income groups, better educated parents, and white collar occupational backgrounds. The father's occupational status reported by the students was as follows:

Father's Occupation

	%
Professional	19.5
Proprietors, Managerial	24.5
Clerical and Sales	17.1
Skilled laborers	21.0
Semi-skilled labor	10.1
Unskilled labor	7.8
Total	100.0
Base N =	2987
No answer	79
	3,066

Despite the fact that 61 per cent of the respondents in this study were from white collar homes, their distribution among schools was not equal, ranging from 79 per cent in one central city school to 30 per cent in a girls' technical-vocational school (School No. 3). The twin schools comprising one suburban district (School Nos. 4 and 5) contained approximately

70 per cent students from white collar backgrounds while only 43 per cent of the students in another suburban school had fathers in upper status occupations. The percentage of students from white collar backgrounds in each of the nine schools was as follows:

Proportion of Fathers in White Collar Occupations

School Number		
7	79.2	(central city, co-educational)
4	72.5	(suburban, co-educational)
5	69.0	(suburban, co-educational)
8	65.0	(central city, boys' parochial)
1	54.7	(central city, co-educational)
6	53.9	(central city, co-educational)
2	46.6	(central city, co-educational)
9	43.1	(suburban, co-educational)
3	30.3	(central city, girls' vocational technical)
Average	61.1	

The main purpose of this report is to describe: (1) the degree to which these students hold views that can be interpreted as consistent with those prevailing in the Supreme Court and with a more general civil libertarian position; and (2) the extent to which these views appear to be influenced by the extra-legal or social characteristics of the litigants described in the cases. The major thrust of the present study is towards identifying the gross correlates of these attitudinal predispositions in order to establish the guidelines for undertaking more detailed analyses of the data.[4]

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[4] One such study has already been completed and is reported in Klatsky, Sheila R., *Organizational Effectiveness and the Role of the Peer Group*, unpublished B.A. Thesis, Reed College Library, 1967.

Findings

The over-all distribution of responses to the questionnaire are shown in Table 1. These data disclose that, on balance, a majority of students answered in a manner that can be construed as consistent with a civil libertarian position and current Supreme Court opinion in only ten of the eighteen cases. The highest amount of agreement was found in Case No. 13 which described the expulsion of a student for refusing to participate in school prayers. This issue, which probably generated more public controversy and attacks upon the Court than any other recent ruling, appears to be unequivocal for the respondents in that nine out of ten said they disagreed with the expulsion. In contrast, the least amount of agreement with the Court was found in responses to Case No. 14, which was based on New York Times v. Sullivan. In this case, where the dilemma between freedom of the press and the rights of the individual is probably most obscure, we find that only one-in-ten of the students felt that a newspaper cannot be held responsible for the content of paid advertising. While there is no doubt that virtually all students would, if asked, support the freedom of the press, the censorship implications of subjecting newspapers to repeated libel suits appears to be overlooked.

Case No. 1 was the only situation described in the booklet that was not directly matched in both questionnaire forms. It addressed itself to the circumstances, according to the 1940 Federal Nationality Law, under which the government can take away an American's citizenship without his consent. One version of the case presented to the students involved a naturalized citizen who had lived abroad since adolescence, while the other version described a native-born American who had voted in a foreign election. Over-all, it would seem that only 42 per cent of the seniors would agree with Justice Black's view that citizenship, whether by birth or naturalization is not "fleeting, . . . good at the moment it is acquired but subject to destruction by the government at any time." The data reveal, furthermore, that the students would deal much more harshly with the native-born American who voted in a foreign election than with the naturalized citizen living abroad; 58 per cent as compared with 44 per cent would denaturalize the native-born and naturalized citizen respectively.

In responses to Case No. 2 we find that more than two out of every three students would support the view that a poor person convicted of a crime should be given a free transcript on which to base his appeal. A comparison of the distribution of responses to the two versions of this case reveals a pattern that will be encountered in virtually all of the subsequent cases. This comparison reveals that although a substantial majority support the indigent's right to a transcript, a significantly larger proportion favor it when it involves the more innocuous crime of robbery than when the man is described as a convicted child molester. While almost a third thought a child molester should not be given the transcript, only one in five thought a convicted robber should be denied his appeal.

The situation described in Case No. 3 involved the use of improperly gathered evidence in a narcotics arrest. In one version the participants were described as "known dope peddlers" while the other described them as "two doctors." The findings show that only a third of the students agree with the Court that eavesdrop evidence in such a case cannot be used in the trial. This finding appears to be consistent with the view that certain crimes, such as narcotics violations, are so heinous that extraordinary police procedures ought to be used. A weak, but nonetheless statistically significant relationship was found between how the principals in the case were described and the response. Despite an overriding belief that those charged with narcotics violations should be summarily convicted, criminals described as doctors are more likely to be protected than those having a reputation as dope peddlers.

Case Number 4 described the situation of a college professor who was fired for refusing a sign a loyalty oath. In one version the teacher was described as "one whom many people suspect has Communist leanings" while the other described him as "highly respected." In general, the findings reveal the students to agree with the teacher's refusal to sign; only 32 per cent felt that he should be fired. However, in comparing responses to the two versions, we find that students are significantly more likely to agree with a "highly respected" teacher than with the one who was reputed to have "Communist leanings."

Case Number 5 epitomizes the dilemmas of the civil libertarian insofar as it captures the extent to which the public is likely to use knowledge of a person's activities in one capacity to draw inferences about his motivations in another. Confronted by the story involving a citizens' group complaint that a foreign film is obscene, most of the respondents felt that the theatre manager should not be fined and jailed. However, the information that the manager is also a "known homosexual" apparently enabled those responding to this version to conclude that the movie did indeed outrage public morality. Of the entire set of cases, this one displayed the strongest relationship between the personal characteristics of the individual accused of a crime and the readiness to take punitive action against him; compared to the man about whom no personal information was available, the theatre manager described as a homosexual was twice as likely to be punished.

Case Number 6 produced data suggesting that most students consider the conviction of Negroes by all-white juries to be inherently unfair. This seems to have had the effect of muting the significance of the type of crime that had been committed by the defendants. We found no statistically significant differencs between those responding to the version describing the criminal as a rapist and those responding to the case in which he was described as a forger.

Responses to Case Number 7 reflect what appears to be a general tendency among these students to take a negative view toward civil disobedience as a mode of political protest and social action. The findings in this case show that almost two-thirds agreed with the police rather than the Court ruling on which this case was based that a "clear and present danger" existed and that the demonstrators should be arrested for disturbing the peace. Comparing responses to the two versions of the case again reveals that those with unpopular positions are more likely to be dealt with harshly than those acting on behalf of popular or socially sanctioned causes. This is reflected in the fact that a significantly larger proportion of the students (71 per cent) agreed that the Ku Klux Klan marchers should be arrested than civil rights demonstrators (58 per cent).

In Case No. 8, the occupants of a car that has been stopped for a minor traffic violation are arrested after the police arbitrarily decide to search the vehicle and discover evidence that a crime has been committed. Despite the absence of probable cause, a substantial number of the respondents agreed that the men should be arrested for a crime that was disclosed in the course of an improper search. Characteristically, occupants described as "troublemakers with police records" were found to be less likely to be protected than when they were simply described as "three men" with no other traits.

Case No. 9 was manufactured in order to assess student views regarding the application of the "confrontation of witness" clause of the Sixth Amendment. Contrary to virtually every public opinion survey showing that almost all Americans support the right of the accused to confront his accuser, our findings reveal students to be evenly split in their responses to a situation in which an eyewitness submits an affidavit in lieu of testimony "so that her identity is not revealed." It is noteworthy that the findings in this case are consistent with those found in the CBS National Citizenship Test in which 40 per cent correctly responded to a dramatization of a similar event. This, and the fact that the present results reveal no significant difference between the two versions of the case provides strong evidence for believing that there is widespread misunderstanding of this fundamental aspect of the Bill of Rights.

Case No. 10 produced the largest proportion of undecided answers found in the survey, indicating that many students are unfamiliar with the meaning of the term reapportionment. Nonetheless, they agreed with the Court that the state should be reapportioned in approximately the same ratio as has been found in public opinion polls. However, those responding to the version describing reapportionment as favoring voters in urban areas were significantly more likely to agree than those who had been led to think that re-districting would favor "areas where many uneducated Mexicans live." Thus, the findings show that ethnicity and implied socio-economic characteristics of the voters have a strong impact upon the readiness to extend equal voting power to an electorate.

Our results in Case No. 11 differ markedly from those reported in other surveys which have consistently found that the protection against double jeopardy is either not understood or rejected by large ratios. In this study, more than two out of three of the seniors disagreed that a man once acquitted of a murder charge should be found guilty at a second trial. They were, however, significantly more predisposed to favoring a suspect described as a prominent business man than one who is also reputed to be a traitor; while 25 per cent of the respondents felt that man suspected of treason should be found guilty at the second murder trial, only 17 per cent believed that the prominent business man is guilty.

It would appear that a substantial number of students would support the constitutional protection against self-incrimination when it is described as it was in Case No. 12. Slightly more than three out of four felt that accused murderer should not be found guilty on the basis of a confession obtained while he was under the influence of drugs. However, ethnicity and reputation again had a significant influence on the responses inasmuch as while 81 per cent indicated support of a defendant who was a "mother of four small children" only 76 per cent supported a defendant described as a labor racketeer with an Italian-sounding name.

In contrast to public opinion polls showing that Americans reject the ruling forbidding religious practices in public school by a 3-to-1 ratio, the present results (in Case No. 13) disclose that virtually all of the seniors

TABLE 1 - 1

PERCENTAGE DISTRIBUTION OF RESPONSES TO ALL CASES, BY VERSION

Case #1	Citizen described as...		Total	Diff. A ⟷ B	Yule's Q
Loss of Citizenship:	A. Native-Born	B. Naturalized			
Agree	57.6	43.7	50.7	13.9*	.26
Disagree	36.5	47.2	41.8	10.7	
Undecided	5.9	9.1	7.5	3.2	
Total	100.0	100.0	100.0		
Base N	1,530	1,524	3,054		
No Answer	7	5	12		
Case #2	Indigent described as...		Total		
Denial of free trial transcript:	A. Child Molester	B. Robber			
Agree	32.0	20.9	26.5	11.1*	.28
Disagree	62.2	72.6	67.4	10.4	
Undecided	5.8	6.5	6.1	.7	
Total	100.0	100.0	100.0		
Base N	1,530	1,525	3,055		
No Answer	7	4	11		
Case #3	Car occupants are...		Total		
Eavesdrop information inadmissable evidence:	A. Doctors	B. Dope Peddlers			
Agree	36.0	32.2	34.1	3.8*	.09
Disagree	58.0	62.7	60.4	4.7	
Undecided	6.0	5.1	5.5	.9	
Total	100.0	100.0	100.0		
Base N	1,525	1,523	3,048		
No Answer	12	6	18		
Case #4	Teacher described as...		Total		
Fire Teacher for Loyalty Oath Refusal:	A. Reputed Communist	B. Highly Respected			
Agree	37.9	26.8	32.4	11.1*	.26
Disagree	57.6	68.7	63.2	11.1	
Undecided	4.5	4.5	4.4	- -	
Total	100.0	100.0	100.0		
Base N	1,526	1,526	3,052		
No Answer	11	3	14		

(continued)

Case #5	Manager is...		Total	Diff. A ⟷ B	Yule's Q
Jail Theatre Manager for Obscene Film:	A. Not Described	B. A Homosexual			
Agree	25.1	50.8	38.0	25.7*	-.53
Disagree	66.4	41.2	53.8	25.2	
Undecided	8.5	8.0	8.2	.5	
Total	100.0	100.0	100.0		
Base N	1,526	1,523	3,049		
No Answer	11	6	17		
Case #6	Negro described as...		Total		
All-White Jury for Negroes:	A. Forger	B. Rapist			
Agree	39.4	41.1	40.2	1.7	-.03
Disagree	56.5	55.2	55.9	1.3	
Undecided	4.1	3.7	3.9	.4	
Total	100.0	100.0	100.0		
Base N	1,528	1,522	3.050		
No Answer	9	7	16		
Case #7	Demonstrators described as...		Total		
Arrest Demonstrators:	A. Ku Klux Klan	B. Civil Rights			
Agree	71.2	57.8	64.5	13.4*	.29
Disagree	25.8	37.7	31.8	11.9	
Undecided	3.0	4.5	3.7	1.5	
Total	100.0	100.0	100.0		
Base N	1,526	1,511	3,037		
No Answer	11	18	29		
Case #8	Car Occupants are...		Total		
Search car stopped for broken headlight:	A. Not Described	B. Constant Troublemakers			
Agree	54.9	60.5	57.7	5.6*	-.13
Disagree	42.2	35.6	39.0	6.6	
Undecided	2.9	3.9	3.3	1.0	
Total	100.0	100.0	100.0		
Base N	1,527	1,512	3,039		
No Answer	10	17	27		

(continued)

Case #9 Forego right to confront witnesses:	Crime witnessed is...		Total	Diff. A ↔ B	Yule's Q
	A. Murder	B. Auto Accident			
Agree	48.6	48.3	48.5	.3	.00
Disagree	48.3	48.2	48.2	.1	
Undecided	3.1	3.5	3.3	.4	
Total	100.0	100.0	100.0		
Base N	1,525	1,508	3,033		
No Answer	12	21	33		

Case #10 Reapportion State:	Reapportionment favors...		Total	Diff. A ↔ B	Yule's Q
	A. Urban Areas	B. Uneducated Mexicans			
Agree	64.9	55.5	60.2	9.4*	.20
Disagree	16.6	27.9	22.2	11.3	
Undecided	18.5	16.6	17.6	1.9	
Total	100.0	100.0	100.0		
Base N	1,517	1,505	3,022		
No Answer	20	24	44		

Case #11 Double Jeopardy:	Defendant described as...		Total	Diff. A ↔ B	Yule's Q
	A. Prominent Businessman	B. Suspected Traitor			
Agree	18.6	24.8	21.7	6.2*	-.19
Disagree	71.2	65.0	68.1	6.2	
Undecided	10.2	10.2	10.2	- -	
Total	100.0	100.0	100.0		
Base N	1,516	1,504	3,020		
No Answer	21	25	46		

Case #12 Use of Drug-Induced Confessions:	Defendant described as...		Total	Diff. A ↔ B	Yule's Q
	A. Labor Racketeer	B. Mother of Small Children			
Agree	21.2	16.5	18.9	4.7*	.16
Disagree	75.9	81.5	78.7	5.6	
Undecided	2.9	2.0	2.4	.9	
Total	100.0	100.0	100.0		
Base N	1,516	1,505	3,021		
No Answer	21	24	45		

(continued)

Case #13 Expel Boy for School Prayer Refusal:	Student described as...		Total	Diff. A ⟷ B	Yule's Q
	A. Son of Minister	B. Son of Atheist			
Agree	7.0	6.4	6.7	.6	.04
Disagree	91.2	91.3	91.3	.1	
Undecided	1.8	2.3	2.0	.5	
Total	100.0	100.0	100.0		
Base N	1,520	1,506	3,026		
No Answer	17	23	40		
Case #14 Newspaper Liable for Political Ad:	Politician's Reputation is...		Total		
	A. Bad	B. Good			
Agree	84.5	88.5	86.5	4.0*	-.15
Disagree	11.9	9.2	10.5	2.7	
Undecided	3.6	2.3	3.0	1.3	
Total	100.0	100.0	100.0		
Base N	1,517	1,502	3,019		
No Answer	20	27	47		
Case #15 Secret Trial:	Defendant is...		Total		
	A. Not Described	B. Singing Star			
Agree	55.4	57.1	56.2	1.7	-.03
Disagree	38.7	37.6	38.2	1.1	
Undecided	5.9	5.3	5.6	.6	
Total	100.0	100.0	100.0		
Base N	1,508	1,494	3,002		
No Answer	29	35	64		
Case #16 Excessive Bail:	Suspects described as...		Total		
	A. Corporation Executives	B. Communist Party			
Agree	57.0	66.4	61.7	9.4*	-.21
Disagree	31.6	24.0	27.8	7.6	
Undecided	11.4	9.6	10.5	1.8	
Total	100.0	100.0	100.0		
Base N	1,498	1,486	2,984		
No Answer	39	43	82		

Case #17 Jail Group Leaders who Store Weapons:	Same in both versions		Total	Diff. A ⟷ B	Yule's Q
	A. - - -	B. - - -			
Agree	54.3	53.1	53.7	1.2	.02
Disagree	35.0	35.4	35.2	.4	
Undecided	10.7	11.5	11.1	.8	
Total	100.0	100.0	100.0		
Base N	1,512	1,498	3,010		
No Answer	25	31	56		

Case #18 Assassination Remarks are Conspiratorial:	Same in both versions		Total	Diff. A ⟷ B	Yule's Q
	A. - - -	B. - - -			
Agree	29.5	29.7	29.6	.2	-.01
Disagree	65.0	64.7	64.8	.3	
Undecided	5.5	5.6	5.6	.1	
Total	100.0	100.0	100.0		
Base N	1,500	1,485	2,985		
No Answer	37	44	81		

*x^2 value significant at < .05 or better

agree with the Court that a student should not be punished for refusing to participate in such activities. A comparison of responses to the two versions, one describing the student as a minister's son, the other describing him as an atheist, reveals that the seniors were largely indifferent to the boy's social background. Marginal notes written in the questionnaires indicated that many students were familiar with this particular issue and responded in the way they did because they believed that prayers in school were now "against the law" and not because they understood the "separation of church and state" problem.

As indicated earlier, responses to Case No. 14 showed that these students would not agree with the Court that certain people, such as politicians, by offering themselves to the public also offer themselves to ridicule and attack in a free press. To be effectively free, according to the Court, the press must be protected against such indirect forms of censorship as the threat of lawsuits by individuals who have voluntarily chosen to enter the arena of public controversy. The students, on the other hand, appear to feel that a politician has not waived some of his rights as a private citizen in favor of the public interest. Again, the reputation of the plaintiff is significantly related to the response; a man with a bad reputation is less likely to be supported than one who is said to have a good reputation.

Case No. 15 was manufactured to obtain responses to a situation involving a secret trial. Although the meaning of what is meant by the term "public" in the Sixth Amendment is unclear, it would be virtually impossible for an American court to hold a trial "in a secret place, without the press and other outsiders" present. Surprisingly, somewhat over half (56 per cent) of the students agreed that such a trial should be held in a case of espionage, apparently because they felt that the courtroom might be disrupted. While they were slightly more in support of the undescribed traitor than of the one described as a TV personality and singing star, the difference was not statistically significant.

The Eighth Amendment, which is involved in the situation described in Case No. 16, in part protects the accused citizen against being held in custody while the state prepares a case against him. While the enormity of the crime might be taken into consideration, the guiding principle for setting bail has been that the suspect should be allowed an opportunity to work with his counsel in preparing an effective defense. Thus, bail should be set at an amount that is within the defendant's capacity to pay while at the same time assuring the likelihood of his return to stand trial. From a practical standpoint, evidence that the accused cannot pay has usually been a strong argument for reducing the size of bail. This pragmatic principle, combined with other features of both the law and modern society greatly reduce the chances of anyone "jumping bail" in order to avoid prosecution. The rationale behind this constitutional protection and practical problems of "jumping bail" have apparently escaped the students inasmuch as slightly more than six out of ten of them agreed that the bail in these cases should be set at a level beyond the ability of the accused to pay. Consistent with the pattern established previously, when responses to an alleged political crime involving Communists are compared with those produced when the white collar crime of fraud is involved, we find that the political deviants are significantly less likely to be accorded constitutional protections; only one-in-four of the students exposed to the version describing Communists answered in a way that is consistent with a civil libertarian position.

Cases Nos. 17 and 18 were the same in both forms of the questionnaire and thus provided us with an estimate of the bias that might have been introduced by the format or the way the booklets were distributed. Inspection of these results lead us to conclude that there was no systematic difference between the two forms of the questionnaire that can be attributed to seating arrangements or the pattern of the items within the booklet.

Case No. 17 was constructed to elicit responses to the questions of how students would interpret the right to bear arms as guaranteed in the Second Amendment. A slim majority of the students (54 per cent) appear to agree with a civil libertarian position that this right, especially when expressed in the form of a private paramilitary organization is not constitutionally protected.

The answers to Case No. 18 provide some evidence for believing that students, on the average, are able to evaluate a situation in terms of the "clear and present danger" criterion. Almost two out of every three respondents disagreed with the police action in arresting the man overheard as saying: "I'm a crack shot, and I'm just waiting for a chance to test my marksmanship on (the governor)." Apparently the social context in which the remark was made convinced the students that this situation was not part of a realistic conspiracy to assassinate the governor.

Summary

This chapter has concerned itself with the set of arguments that guided the research strategy and the construction of the questionnaire used in this assessment of adolescent reactions to situations involving due process and the rule of law.

The main part of the chapter summarized the over-all results to the questionnaire administered to high school seniors. The results disclose that a majority of the students responded in a fashion that can be taken as consistent with a civil libertarian position in 10 out of the total of 18 cases presented to them that involved one or more of the protections guaranteed by the Bill of Rights.

In 16 of the situations, two versions had been prepared, one describing a more deviant form of crime or individual than the other. The characteristics ascribed to the principals were in themselves not germane to the applicibility of the constitutional issue involved. The findings revealed that the pattern of response was inconsistent in two of the eight matched cases in which an aggregated majority had responded in a civil libertarian manner. In one of these, involving the ability of the government to nullify the rights of citizenship without an individual's consent, it was found that the preponderance of respondents favored a naturalized citizen. On the other hand, a majority of students denied this protection when a native-born citizen facing a similar situation was described. The second case involved jailing a theatre manager for showing a film alleged to be obscene by a citizens' group. Whereas two-thirds of the students disapproved of this action when the manager was not otherwise identified, a majority approved when they were under the impression that he was a sexual deviate.

Analysis of the findings showed that most of the students were either unwilling or unable to recognize and apply such fundamental American values as the prohibitions against: the use of eavesdrop evidence, secret trials, improper search, and excessive bail. Moreover, they denied the right to confront witnesses and overwhelmingly disapproved of extending freedom of the press to include immunity from libel suits by individuals who have offered themselves as objects of public controversy.

It was also argued that much of the law, especially as it concerns rules of evidence, has grown up to protect the individual against being convicted because of some characteristic that is not critical to the offense of which he has been accused. A major thrust of the present study was to estimate the extent to which the "law of men and personality" rather than the "rule of law" seemed to influence responses to the situation described in these cases. The size of the discrepancy between responses to the two versions was taken as the measure of discrimination or the tendency for students to be unfair by taking extralegal characteristics into account. The results showed that the reputation or other social characteristics possessed by the defendants made a statistically significant difference in 12 out of the 16 matched cases to which students responded. The discrepancies were found to be largest in cases involving sexual deviance, citizenship, and protest demonstrations; they were smallest in the cases describing the use of improperly gathered evidence and freedom of the press. In virtually all cases, individuals with negative public images or reputations were dealt with more harshly by lessening the likelihood of according them constitutional protections than were those with respectable or innocuous characteristics.

In sum, the data demonstrated that while a group of respondents might favor a civil libertarian position in extending a civil right, they can also be relatively unfair by being differentially influenced by the social attributes of the people involved. Thus, justice and equity are independent variables within the population of students studied.

CHAPTER II

SOCIAL AND EDUCATIONAL BACKGROUND FACTORS IN CIVIL LIBERTIES

This section of the report relates the findings of this survey to selected social, familial, and personal characteristics of the respondents. The distribution of responses to each case is summarized in each of seventeen separate tables.

An examination of Table 2-1 shows that boys are more likely than girls to deny citizenship rights in the case involving the Immigration and Naturalization Act of 1950. While this sex difference occurred in the cases involving both the native-born American and the naturalized citizen, the discrepancy between boys and girls is substantially greater in the latter than in the former case. The discrepancy among boys is smaller than among girls; thus, among girls, the strength of the relationship between the type of individual involved and the response is higher than among boys.

Those from white collar families tended to deal slightly more harshly with these cases than those coming from blue collar homes. However, while there is a large discrepancy between those from different social backgrounds with regard to the native-born litigant, it is almost absent in the case of the naturalized citizen. Consequently, the type of person involved makes a greater difference among those from better homes than among those coming from poorer ones.

This pattern is repeated when data were related to other indicators such as grade point average and parents' educational background. No systematic relationship was found when responses were classified against the educational achievement of either parent; however, we do find that the significance of native-born and naturalized citizenship increases linearly with parental education. For example, the 5.5 percentage point difference between the two forms of the questionnaire for those whose mothers did not finish high school becomes a 19 percentage point difference for those whose mothers had some college.

It would appear that responses are unrelated to religiosity since no distinctive pattern is manifested. Indeed, those who are nominal members of religious groups, as reflected by their reporting attending religious services seldomly, tended on the whole to be more supportive of the litigants than those in the other two groups. Nominal church members were less influenced by whether the person involved was native-born or naturalized.

Grade point average appears to be related to the response; those students with better grades tended to support the unconstitutional act, and they were more likely to deny the civil rights of the native-born citizen than were those with below average grades. Again, the pattern is reversed in the case of the naturalized citizen. The picture one gets is that those who are likely to be more obedient or conforming tend to agree with what they believe to be the law of the land.

The impact of the particular school setting is demonstrated when the data are reported by school, illustrating a pattern which will be displayed in virtually all subsequent tables in this section. The data disclose that the social and other characteristics of students appear to combine within the framework of a given school to produce a substantial range of responses that reflect the distinctive social climates of the schools. Over-all, we find a 23 percentage point range between one school in which two out of three students agreed with the ruling that citizenship had been lost and another school in which only 43 per cent responded in this way. It is noteworthy that the harshest response occurred in the parochial boys' school, while the most lenient response was found in a lower class suburban school. The parochial boys' school was also found to be the one in which the characteristics of the litigants made the least difference; the impact of these characteristics was strongest among students in a girls' technical school. In the latter school, 68 per cent agreed that the citizenship of the native-born person had been lost while only 36 per cent felt that the naturalized citizen had renounced her citizenship.

Responses to case number two, concerned with denying a free trial transcript to a convicted indigent criminal, are shown in Table 2-2. In general, girls were more likely to deny a transcript than boys and were more likely to deal harshly with the convicted child molester than with a robber. The anti-civil libertarian response in the case of the child molester was found to be stronger among those from blue collar backgrounds than among those from white collar homes. No social class difference was displayed in responses to the case describing the indigent as a robber. In addition, the students from poorer homes were

TABLE 2 - 1

Case #1. Per Cent Agreeing that Citizenship has been lost

Background Characteristics	Total	Citizen described as...		Diff. A←--→B	Yule's Q	Base N
		A. Native-Born	B. Naturalized			
Sex:						
Male	59.2	63.7	54.5	9.2	.19	1,433
Female	50.2	58.7	41.4	17.3	.34	1,393
Father's Occupation:						
White Collar	55.6	63.7	47.2	16.5	.33	1,682
Blue Collar	53.8	57.7	49.7	8.0	.16	1,073
Father's Education:						
Did not finish H.S.	54.8	59.4	49.5	9.9	.20	655
Completed high school	52.5	57.8	47.0	10.8	.21	830
Some college	56.3	65.0	47.8	17.2	.34	1,276
Mother's Education:						
Did not finish H.S.	57.0	59.6	54.1	5.5	.11	468
Completed high school	53.6	58.2	48.6	9.6	.19	1,042
Some college	56.1	65.7	46.4	19.3	.38	854
Church Attendance:						
Often	56.7	65.2	48.4	16.8	.33	1,410
Seldom	52.8	57.0	48.0	9.0	.18	918
Never	55.2	61.2	48.6	12.6	.25	366
Grade Point Average:						
Above Average	55.2	63.9	46.2	17.7	.35	1,372
Below Average	54.3	58.7	49.8	8.9	.18	1,445
School:						
1	49.4	53.7	44.6	9.1	.18	387
2	53.0	56.2	49.6	6.6	.13	285
3	53.5	68.4	36.4	32.0	.58	71
4	63.6	72.2	54.9	17.3	.36	324
5	51.5	58.1	44.9	13.2	.26	355
6	55.7	61.7	49.7	12.0	.24	402
7	58.4	66.7	49.8	16.9	.34	531
8	66.5	68.9	64.0	4.9	.11	176
9	43.4	51.3	34.8	16.5	.33	295

TABLE 2 - 2

Case #2. Per Cent Agreeing to deny a Free Trial Transcript to Indigent

Background Characteristics	Total	Indigent described as...		Diff. A<-->B	Yule's Q	Base N
		A. Child Molester	B. Robber			
Sex:						
Male	22.1	24.7	19.5	5.2	.15	1,463
Female	34.6	43.4	25.4	18.0	.38	1,406
Father's Occupation:						
White Collar	27.0	31.8	22.2	9.6	.24	1,732
Blué Collar	29.8	38.1	21.5	16.6	.38	1,068
Father's Education:						
Did not finish H.S.	28.9	35.6	21.4	14.2	.34	651
Completed high school	30.5	38.5	22.5	16.0	.37	855
Some college	26.3	30.3	22.4	7.9	.20	1,298
Mother's Education:						
Did not finish H.S.	31.0	39.7	21.0	18.7	.42	461
Completed high school	28.1	35.9	20.3	15.6	.37	1,066
Some College	25.5	27.6	23.5	4.1	.11	870
Church Attendance:						
Often	28.3	33.3	23.4	9.9	.24	1,432
Seldom	29.3	35.8	22.1	13.7	.32	942
Never	22.4	27.7	17.0	10.7	.30	366
Grade Point Average:						
Above Average	24.8	29.3	20.3	9.0	.24	1,380
Below Average	31.4	38.4	24.3	14.1	.32	1,480
School:						
1	24.9	29.9	20.0	9.9	.26	377
2	25.5	30.6	20.3	10.3	.27	282
3	38.7	53.8	22.2	31.6	.61	75
4	26.6	32.6	20.5	12.1	.30	338
5	29.5	36.3	22.8	13.5	.32	366
6	33.7	40.4	26.9	13.5	.30	409
7	25.4	31.7	19.3	12.4	.32	540
8	18.1	16.8	19.3	-2.5	-.08	177
9	35.7	41.0	30.2	10.8	.23	305

more strongly influenced by the type of crime than were those from higher status homes.

While responses to this case seem unrelated to the father's educational background, the data suggest that the significance of the crime is strongly dependent upon the mother's educational attainment. The strength of the relationship between agreeing to deny the appeal transcript and the type of crime decreases systematically among those whose mothers have less than a high school education to those whose mothers attended college.

No important relationship was discovered between church attendance on responses to this case. However, only 17 per cent of those never attending church opposed the convicted robber in his appeal.

Better students tended to support the indigent's claim to a greater extent than did the poor students. Although this support was again related to the crime, its impact was greater among those with lower grade point averages than among those with better grades.

A 21 percentage point range was found among schools in the support of a civil libertarian position. The range was markedly greater (37 percentage points) in the case describing a child molester than in the one describing a robber. Again, while 54 per cent of the girls in the technical school agreed to deny the transcript to a child molester, only 17 per cent of the boys in the parochial school took this position. Furthermore, although the type of crime made little difference among boys in this school, the reverse was true in the girls' school, where the child molester's plea was twice as likely to be rejected than the robber's.

The distribution of responses to the case involving eavesdrop evidence in a narcotics case shows that boys are more likely to take a civil libertarian position than girls and that the discrepancy between them is greater in the case describing dope peddlers than the one concerning doctors. A higher proportion of both girls and boys believed that the case against the accused physician should be dropped because eavesdrop evidence had been used, but the significance of knowing who the culprits were was stronger among girls than among boys.

Students from white collar backgrounds also tended to take a more civil libertarian position in this case. However, they were more strongly influenced in their views by whether the accused were doctors or dope peddlers; the relationship between the defendants' identity and libertarian attitudes was found to be three times stronger among those from white collar families than among those from working class backgrounds.

Except for a direct relationship between mothers' education and the significance of reputation, the data disclose no distinctive pattern that can be associated with parental education. Those whose mothers had a better educational background tended to be increasingly more supportive of the accused physicians, and the difference in responses to this version of the story increases systematically.

Students describing themselves as unattached to a religious group were more likely to support a civil libertarian position, especially in favor of the physician, than were students who indicated involvement in religious activities. However, it is noteworthy that the identities of the alleged criminals have an especially strong effect within this group of unaffiliated students, producing a 10 percentage point difference between those responding to the two versions of the story.

No important differences based on grade point average are revealed when the version of the case is held constant. However, the significance of reputation in favor of the physician was found to be twice as great among those with above-average grades than among the academically poorer students.

Among students in different high school settings there was a range of 14 percentage points difference; the range was slightly greater in responses to the dope peddler version than to the doctors. Again we found that girls in the technical school were not only least civil libertarian but the significance of the defendants' reputations was also greatest among respondents in this school.

It has already been noted that these students, by a two-to-one ratio, rejected the idea of firing a college teacher for refusing to sign a loyalty oath. Examination of Table 2-4 discloses that in general boys were less civil libertarian than girls. Girls, on the other hand, tended to be more influenced by the teacher's reputation than were the boys.

Children from working class backgrounds were less tolerant of the teacher than those from white collar homes; furthermore,

TABLE 2 - 3

Case #3. Per Cent Agreeing that Eavesdrop Evidence is Inadmissable

Background Characteristics	Total	Car Occupants are...		Diff. A←--→B	Yule's Q	Base N
		A. Doctors	B. Dope Peddlers			
Sex:						
Male	40.6	42.2	39.0	3.2	.07	1,463
Female	31.4	34.3	28.6	5.7	.13	1,416
Father's Occupation:						
White Collar	37.8	40.7	34.9	5.8	.12	1,718
Blue Collar	33.0	33.9	32.0	1.9	.04	1,089
Father's Education:						
Did not finish H.S.	35.6	37.5	33.5	4.0	.08	660
Completed high school	36.0	36.8	35.3	1.5	.03	863
Some college	36.7	40.0	33.5	6.5	.14	1,292
Mother's Education:						
Did not finish H.S.	35.8	35.8	35.8	0.0	.00	478
Completed high school	34.7	36.5	32.9	3.6	.08	1,071
Some college	37.0	39.3	34.7	4.6	.10	866
Church Attendance:						
Often	34.0	36.8	31.3	5.5	.12	1,532
Seldom	35.7	35.7	35.7	0.0	.00	933
Never	44.1	48.9	39.0	9.9	.20	367
Grade Point Average:						
Above Average	36.4	39.3	33.5	5.8	.12	1,388
Below Average	35.6	37.0	34.3	2.7	.06	1,483
School:						
1	35.3	34.9	35.7	-.8	-.02	382
2	40.5	42.4	38.6	3.8	.08	284
3	26.0	30.8	21.0	9.8	.25	77
4	32.7	33.7	31.7	2.0	.04	339
5	37.5	39.9	35.3	4.6	.10	365
6	31.6	33.6	29.5	4.1	.10	412
7	38.7	41.6	35.8	5.8	.12	537
8	35.4	38.6	32.2	6.4	.14	178
9	39.3	43.7	34.7	9.0	.19	305

TABLE 2 - 4

Case #4. Per Cent Agreeing to Fire College Teacher for Refusing to Sign Loyalty Oath

Background Characteristics	Total	Teacher Described as...		Diff. A<-->B	Yule's Q	Base N
		A. Reputed Communist	B. Highly Respected			
Sex:						
Male	35.8	41.0	30.8	10.2	.22	1,478
Female	31.8	38.4	25.1	13.3	.30	1,438
Father's Occupation:						
White Collar	31.8	37.2	26.4	10.8	.24	1,743
Blue Collar	37.8	44.8	30.7	14.1	.29	1,099
Father's Education:						
Did not finish H.S.	37.1	46.5	76.8	19.7	.41	660
Completed high school	37.0	43.4	30.7	12.7	.27	875
Some college	30.4	34.1	26.9	7.2	.17	1,312
Mother's Education:						
Did not finish H.S.	36.3	42.6	29.5	13.1	.28	471
Completed high school	35.7	42.9	28.3	14.6	.31	1,082
Some college	28.6	33.9	23.4	10.5	.25	889
Church Attendance:						
Often	36.2	42.8	29.8	13.0	.27	1,455
Seldom	33.4	40.6	25.6	15.0	.33	952
Never	25.0	26.0	23.9	2.1	.06	376
Grade Point Average:						
Above Average	28.6	33.7	23.5	10.2	.25	1,407
Below Average	38.9	45.7	32.2	13.5	.28	1,500
School:						
1	30.7	36.2	25.2	11.0	.25	397
2	32.4	38.4	26.4	12.0	.27	290
3	28.8	40.5	16.7	23.8	.55	73
4	31.2	34.6	27.6	7.0	.16	346
5	33.9	40.8	27.0	13.8	.30	369
6	31.9	43.2	21.2	22.0	.48	407
7	32.2	37.1	27.4	9.7	.22	544
8	62.7	65.9	59.6	6.3	.14	177
9	32.6	35.2	29.8	5.4	.12	313

their responses were also more affected by the description of the teacher's reputation.

A pattern of negative reaction to political non-conformity associated with lower social class background is further demonstrated in the inverse relationship between the anti-civil libertarian responses and parental educational achievement. The likelihood of unequal treatment has an especially pronounced relationship to the father's education. While there is only a seven percentage point difference between responses to the "reputed Communist teacher" and the "highly respected teacher" versions among those whose fathers had some college, there is a twenty percentage point difference among those whose fathers did not complete high school.

Civil libertarianism in this case seems to be inversely related to religiosity. Regardless of the teacher's description, those reporting greater religious involvement are increasingly less civil libertarian. Moreover, religious involvement is also consistently associated with the tendency to take the individual's reputation into account.

Characteristically, those with poorer academic records tended toward anti-civil libertarian responses. Furthermore, the description of the teacher had a greater impact upon their responses.

The over-all range among schools was from a high of 63 per cent of the boys' parochial school who said the teacher should be fired to a low of 29 per cent of the girls in the technical school who agreed with this action. A substantially higher proportion of the parochial school boys felt that the teacher should be fired, regardless of his reputation. In contrast, the girls in the technical school were again strongly influenced by reputation: only 17 per cent of them felt that the "highly respected teacher" should be fired, in contrast to 40 per cent who felt the teacher with rumored "Communist leanings" should be punished.

Responses to the story about the theatre manager accused of showing an obscene movie demonstrated the classical dilemma facing the professed civil libertarian. The responses showed that the manager who was described as a homosexual was twice as likely to be punished as the man whose sexual dispositions were unknown.

Tabulations presented in Table 2-5 show that girls are more likely than boys to deal harshly with sexual deviance and are also influenced by the suspect's reputation to a greater degree.

This pattern is also found to be related to social class indicators such as father's occupation and parental, especially the mother's, education. Those seniors from a blue collar background and those with parents who did not finish high school tended to agree with the authorities, especially when a reputed homosexual was involved. The significance of sexual deviance appears directly related to the educational background of the mother; 51 per cent of those whose mothers had gone to college, as compared with 62 per cent of those whose mothers did not finish high school, agreed to punishing the accused homosexual.

Not surprisingly, the response to alleged moral deviance is also associated with religious involvement. Those reporting going to religious services often were twice as likely to punish the unidentified theatre manager than those who never go to church. However, the impact of knowing that the accused was a homosexual was particularly strong among those who are unaffiliated with a church. Thus, the data suggest an interesting paradox: those who are not deeply involved in religious activities may be more liberal in the sense that they are more tolerant of possible non-conformity, but they are also more unfair in the sense that they are swayed by the attributes of the personalities involved.

This paradox is again suggested when data are related to grade point average. Although the association with GPA is weak, we find a slight tendency for those with below-average grades to be harsher with the unidentified theatre manager, while those with higher grades are more likely to punish the homosexual.

The average variation among schools is 22 percentage points, with a high of 59 per cent of the parochial school boys agreeing to punish the theatre manager. The discrepancy between the two versions of this story produced by the girls' school was found to be the highest of all the sixteen matched stories; while only 19 per cent of the girls in this school would punish the unidentified theatre manager, 71 per cent of them would punish the homosexual.

Data in Table 2-6 show that girls generally were supportive of the convicted Negro's argument that all-white juries are

TABLE 2 - 5

Case #5. Per Cent Agreeing to Fine and Jail Theatre Manager for Showing Obscene Film

Background Characteristics	Total	Manager is...		Diff. A<-->B	Yule's Q	Base N
		A. Not Described	B. A Homosexual			
Sex:						
Male	38.9	26.0	51.4	-25.4	-.50	1,417
Female	43.9	28.8	59.3	-30.5	-.56	1,383
Father's Occupation:						
White Collar	40.0	27.0	52.9	-25.9	-.50	1,662
Blue Collar	44.2	29.1	59.0	-29.9	-.56	1,062
Father's Education:						
Did not finish H.S.	44.2	30.2	59.4	-29.2	-.54	642
Completed high school	39.4	23.3	55.5	-32.2	-.61	832
Some college	41.4	29.0	53.2	-24.2	-.47	1,260
Mother's Education:						
Did not finish H.S.	42.7	24.5	62.3	-37.8	-.67	464
Completed high school	41.0	26.2	56.0	-29.8	-.56	1,025
Some college	40.4	29.9	50.6	-20.7	-.41	848
Church Attendance:						
Often	47.2	34.6	59.1	-24.5	-.46	1,404
Seldom	36.6	21.6	52.6	-31.0	-.60	900
Never	30.5	16.5	45.2	-28.7	-.61	367
Grade Point Average:						
Above Average	41.2	26.9	55.7	-28.8	-.55	1,338
Below Average	41.5	27.8	54.8	-27.0	-.52	1,453
School:						
1	37.2	21.9	52.6	-30.7	-.60	382
2	37.9	24.8	50.3	-25.5	-.51	282
3	45.3	18.9	71.0	-52.1	-.83	75
4	37.3	24.4	50.0	-25.6	-.51	324
5	43.2	33.9	52.2	-18.3	-.36	354
6	46.5	30.6	62.0	-31.4	-.57	396
7	39.6	27.1	52.2	-25.1	-.49	513
8	59.0	48.3	69.8	-21.5	-.42	173
9	37.2	19.2	56.6	-37.4	-.69	301

TABLE 2 - 6

Case #6. Per Cent Agreeing to All-White Jury for Trial of Negro

Background Characteristics	Total	Negro described as... A. Forger	B. Rapist	Diff. A←--→B	Yule's Q	Base N
Sex:						
Male	45.9	46.7	45.2	1.5	.03	1,480
Female	37.7	35.4	40.0	-4.6	-.10	1,451
Father's Occupation:						
White Collar	41.9	41.1	42.6	-1.5	-.03	1,751
Blue Collar	41.4	41.0	41.7	- .7	-.02	1,105
Father's Education:						
Did not finish H.S.	39.7	41.3	38.0	3.3	.07	667
Completed high school	43.0	40.1	45.9	-5.8	-.12	877
Some college	41.4	40.7	42.0	-1.3	-.03	1,319
Mother's Education:						
Did not finish H.S.	41.5	39.0	44.4	-5.4	-.11	477
Completed high school	41.6	41.2	42.0	- .8	-.02	1,083
Some college	43.1	43.2	43.1	.1	.00	888
Church Attendance:						
Often	41.0	40.1	41.9	-1.8	-.04	1,473
Seldom	41.1	40.7	41.6	- .9	-.02	949
Never	45.2	45.5	44.9	.6	.01	374
Grade Point Average:						
Above Average	42.6	41.6	43.6	-2.0	-.04	1,411
Below Average	41.4	40.8	41.9	-1.1	-.02	1,511
School:						
1	38.9	39.9	37.9	2.0	.04	393
2	51.2	50.7	51.7	-1.0	-.02	291
3	39.2	43.2	35.1	8.1	.17	74
4	36.7	36.0	37.4	-1.4	-.03	335
5	44.8	40.8	48.7	-7.9	-.16	373
6	41.5	37.9	45.0	-7.1	-.14	422
7	39.9	40.5	39.3	1.2	.02	549
8	52.5	56.7	48.3	8.4	.17	179
9	37.5	35.4	39.6	-4.2	-.09	315

unfair. However, in responding to this story, the girls were again substantially more influenced by the nature of the crime than were the boys. It would seem that on the one hand girls subscribe to a general social value that there is something inherently unfair about Negroes' being convicted by all-white juries, but this belief is strongly qualified by the fact that the Negro was accused of a sexual violation.

There was virtually no relationship between responses to this case and socio-economic background as indexed by father's occupation and parental educational attainment. It is, however, noteworthy that there was a slight tendency for anti-civil libertarian responses to increase with mother's education and for the influence of the crime to decrease.

Responses to this situation appear to have been affected by religious involvement; those unaffiliated with a religious group were more likely to agree to an all-white jury, but they were also less influenced by the nature of the crime.

Although those with above-average grades tended to be less libertarian, the difference was slight and insignificant. Similarly, the nature of the crime of which the man was convicted made no difference among either group of students.

The variation among schools ranged from a high of 52.5 per cent agreeing to an all-white jury to a low of 37 per cent--a 16 percentage point range. Boys in the parochial school and students in the girls' technical school were more greatly influenced by the nature of the crime than were the respondents in other school settings. Thus, in these schools, the type of crime seemed to make the important difference; in contrast, anti-Negro feeling in school Number 2 resulted in about half of the students' agreeing to an all-white jury regardless of the type of crime.

Students had agreed, by a two-to-one ratio, that the demonstrators--particularly if they were Ku Klux Klan members --should have been jailed. Tabulations given in Table 2-7 indicate that boys were significantly more likely to punish demonstrators than were girls. On the other hand, girls were again more prone to be swayed by the purpose of the demonstration.

As might be expected, those from blue collar backgrounds were harsher toward the demonstrators and more influenced by the nature of the membership than were those from white collar homes.

Parental educational background appears to have a somewhat contradictory impact upon responses to this case. In general, support for the demonstrators increases with parental education, those with college-trained mothers being somewhat more libertarian than those with better educated fathers. The goals of the demonstrators make increasingly more difference as father's education improves, while a slight tendency in the other direction is disclosed with respect to the educational attainment of the mother.

The data strongly suggest the impact of the churches' position on civil rights issues. Among the churchgoers, there is a fifteen percentage point difference in the likelihood to jail Ku

Klux Klanners rather than civil rights protestors. In contrast, almost two out of three of those reporting no church affiliation would arrest the demonstrators, with only a small proportion of them harsher with the Klansmen than with the civil rights marchers.

Better students were more likely to protect the civil rights of the demonstrators than poor ones. The nature of the demonstration affected both groups equally.

An average range of 14 percentage points was found among students in different schools, with parochial school boys substantially more stern, regardless of the participants, than students in public schools. The girls in the technical school were again found to be most affected by the identity of the demonstrators; 79 per cent of them would punish the Ku Klux Klanners, but only 54 per cent would jail the civil rights marchers.

Turning to data reported in Table 2-8, we find that while only 54 per cent of the boys would arrest the unidentified men in an improperly searched automobile, 62 per cent of them would do so if the men had police records. Girls, however, were more likely to agree with the police than boys, regardless of the men's reputations.

Relating the responses to social background discloses only a slight tendency for those from upper class backgrounds to be harsher with the unidentified hunters and those from lower class homes to respond negatively to the men with police records. Those from poorer homes tended to be more strongly influenced by reputation than those from higher status homes.

TABLE 2 - 7

Case #7. Per Cent Agreeing to Arrest Demonstrators

Background Characteristics	Total	Demonstrators described as...		Diff. A<-->B	Yule's Q	Base N
		A. Ku Klux Klan	B. Civil Rights			
Sex:						
Male	69.6	75.1	64.0	11.1	.26	1,478
Female	64.4	71.6	56.9	14.7	.31	1,446
Father's Occupation:						
White Collar	64.5	70.9	58.0	12.9	.28	1,746
Blue Collar	71.4	78.3	64.5	13.8	.33	1,103
Father's Education:						
Did not finish H.S.	69.6	73.6	64.9	8.7	.20	664
Completed high school	69.6	76.3	62.9	13.4	.31	878
Some college	64.4	71.9	57.0	14.9	.32	1,314
Mother's Education:						
Did not finish H.S.	69.2	75.3	62.3	13.0	.30	478
Completed high school	68.6	74.8	62.1	12.7	.29	1,090
Some college						
Church Attendance:						
Often	67.3	74.9	59.9	15.0	.33	1,469
Seldom	67.8	74.8	59.8	15.0	.33	946
Never	65.1	66.7	63.6	3.1	.06	376
Grade Point Average:						
Above Average	62.6	69.4	55.5	13.9	.29	1,405
Below Average	71.2	77.3	65.1	12.2	.29	1,510
School:						
1	64.4	68.0	60.7	7.3	.16	396
2	64.4	69.3	59.3	10.0	.21	295
3	66.7	78.9	54.0	24.9	.52	75
4	65.8	74.8	56.3	13.5	.40	342
5	71.1	79.1	62.8	16.3	.38	370
6	66.7	71.2	62.3	8.9	.20	412
7	64.2	70.9	57.6	13.3	.28	537
8	78.2	83.7	72.4	11.3	.32	179
9	68.2	75.3	60.5	14.8	.33	318

TABLE 2 - 8

Case #8. Per Cent Agreeing to Improper Search of Car

Background Characteristics	Total	Car Occupants are...		Diff. A←→B	Yule's Q	Base N
		A. Not Described	B. Constant Troublemakers			
Sex:						
Male	58.1	53.7	62.4	-8.7	-.18	1,488
Female	61.4	59.3	63.5	-4.2	-.09	1,499
Father's Occupation:						
White Collar	59.8	57.3	62.4	-5.1	-.10	1,757
Blue Collar	60.0	55.3	64.6	-9.3	-.19	1,104
Father's Education:						
Did not finish H.S.	59.8	53.8	66.6	-12.8	-.26	669
Completed high school	61.3	56.8	65.8	- 9.0	-.19	874
Some college	58.8	57.9	59.6	- 1.7	-.04	1,324
Mother's Education:						
Did not finish H.S.	60.4	58.8	62.1	- 3.3	-.07	477
Completed high school	59.3	53.2	65.7	-12.5	-.25	1,091
Some college	57.5	56.0	58.9	- 2.9	-.06	889
Church Attendance:						
Often	60.2	56.4	63.8	- 7.4	-.16	1,482
Seldom	59.3	59.5	61.4	- 3.9	-.08	947
Never	56.6	55.1	58.2	- 3.1	-.06	378
Grade Point Average:						
Above Average	58.7	57.5	59.8	- 2.3	-.05	1,420
Below Average	60.7	55.7	65.7	-10.0	-.21	1,508
School:						
1	72.8	67.0	78.6	-11.6	-.29	393
2	28.4	21.3	35.6	-14.3	-.34	296
3	63.2	59.4	66.7	- 7.3	-.15	76
4	71.9	69.9	74.0	- 4.1	-.10	342
5	70.8	69.5	72.0	- 2.5	-.06	373
6	62.4	58.6	66.3	- 7.7	-.16	415
7	46.4	45.1	47.8	- 2.7	-.05	547
8	57.1	52.2	62.2	-10.0	-.20	182
9	66.4	65.5	67.3	- 1.7	-.04	313

The data also reveal a slight positive association between anti-libertarian answers and father's educational achievement among those responding to the unidentified suspects and an inverse relationship among students answering the case describing the car occupants as troublemakers. Consequently, those with poorly educated fathers were substantially more influenced by the reputation of the culprits than those whose fathers had more education. No clear relationship was displayed with respect to maternal educational background.

Religiosity appears to have influenced the responses to this case in that churchgoers were more likely to agree to the improper search than were non-churchgoers. The degree to which reputation affects the response seems also to have been directly associated with the frequency of church attendance.

While there was only a minor difference based on grade point average among those responding to unidentified suspects, we find that two-thirds of those with poorer academic records would punish the men with police records. The significance of reputation was four times stronger among those with poor academic achievement than among those with better grades.

Responses to this case produced the largest range among schools found in this study. In one school 73 per cent of the seniors agreed that the hunters should be punished, while in another school only 28 per cent did. Despite the fact that students in the latter school generally favored the suspects, their reputations had a strong impact upon the answers.

Responses to the case concerning submitting an anonymous affidavit (Table 2-9) reveal that girls, rather than boys, were more likely to permit this unconstitutional procedure, especially when a murder was involved.

Only slight variations seem to be attributable to such factors as occupational background and parents' education. In general, agreement is inversely related to parental educational attainment. Religiosity seems also to be unrelated to responses to this case.

Academic excellence is shown to be only slightly associated with protecting the right of the accused to confront witnesses. In both versions, those with higher grades tended to disagree with the suggestion that the witness could offer an affidavit in lieu of testimony. However, the fact that at best only about 52 per cent of the better students supported this constitutional protection is strong evidence of the schools' failure to communicate elementary information about the application of the Sixth Amendment.

Variations among schools ranged from 13 percentage points in the version involving murder to 23 percentage points in the one involving an auto accident. In all but two of the schools, students apparently felt more sympathetic toward the witness' feelings in the case of an accident than in the one involving the more serious crime of murder.

Findings reported in Table 2-10 concerning reapportionment reveal that while boys favored giving greater voting power to urban areas to a slightly greater degree than did girls, their views were strongly influenced by the ethnic background of the

TABLE 2 - 9

Case #9. Per Cent Agreeing to Forego Right of Accused to Confront Witnesses

Background Characteristics	Total	Crime witnessed is...		Diff. A<-->B	Yule's Q	Base N
		A. Murder	B. Auto Accident			
Sex:						
Male	46.7	45.1	48.3	-3.2	-.06	1,486
Female	53.7	55.4	51.9	3.5	.07	1,511
Father's Occupation:						
White Collar	50.6	49.6	51.5	-1.9	-.04	1,754
Blue Collar	49.6	51.0	48.3	2.7	.05	1,108
Father's Education:						
Did not finish H.S.	52.9	55.4	49.5	5.9	.12	664
Completed high school	51.1	50.8	51.5	- .7	-.01	872
Some college	48.2	47.3	49.0	-1.7	-.03	1,326
Mother's Education:						
Did not finish H.S.	52.4	51.6	53.3	-1.7	-.03	485
Completed high school	50.9	50.9	50.9	0.0	.00	1,086
Some college	48.3	47.5	49.1	-1.6	-.03	886
Church Attendance:						
Often	50.3	51.9	48.8	3.1	.06	1,477
Seldom	50.8	49.9	51.9	-2.0	-.04	948
Never	47.7	46.4	49.2	-2.8	-.06	377
Grade Point Average:						
Above Average	48.0	47.8	48.3	- .5	-.01	1,411
Below Average	52.1	52.5	51.7	.8	.01	1,514
School:						
1	42.5	48.7	36.2	12.5	.25	398
2	58.6	60.1	57.1	3.0	.06	295
3	57.1	55.3	59.0	-3.7	-.08	77
4	51.6	50.6	52.7	-2.1	-.04	343
5	49.7	49.4	50.0	- .6	-.01	366
6	50.7	48.6	52.8	-4.2	-.08	418
7	48.8	47.2	50.4	-3.2	-.06	537
8	55.5	53.8	57.1	-3.3	-.07	182
9	47.5	47.2	47.7	- .5	-.01	318

TABLE 2 - 10

Case #10. Per Cent Agreeing to Reapportion State Voting Districts

Background Characteristics	Total	Change would favor...		Diff. A<-->B	Yule's Q	Base N
		A. Urban Areas	B. Uneducated Mexicans			
Sex:						
Male	72.1	80.2	64.1	16.1	.39	1,296
Female	74.1	79.0	69.2	9.8	.25	1,196
Father's Occupation:						
White Collar	74.8	82.0	67.8	14.2	.37	1,506
Blue Collar	70.6	76.8	64.8	12.0	.28	929
Father's Education:						
Did not finish H.S.	71.7	75.5	67.5	8.0	.19	551
Completed high school	71.2	78.3	64.2	14.1	.34	753
Some college	75.1	82.7	67.9	14.8	.38	1,140
Mother's Education:						
Did not finish H.S.	74.5	77.2	71.5	5.7	.15	408
Completed high school	73.0	80.1	65.9	14.2	.35	923
Some college	74.7	82.0	67.6	14.4	.37	757
Church Attendance:						
Often	73.2	81.1	66.0	15.1	.38	1,249
Seldom	72.4	77.0	67.3	9.7	.24	807
Never	73.9	79.8	68.2	11.6	.29	333
Grade Point Average:						
Above Average	78.2	84.1	72.4	11.7	.34	1,250
Below Average	67.8	75.2	60.5	14.7	.33	1,234
School:						
1	72.4	78.8	66.5	12.3	.30	341
2	72.8	76.7	68.9	7.8	.19	239
3	83.0	83.3	82.8	.5	.02	59
4	75.1	80.7	69.8	10.9	.29	289
5	73.3	79.6	66.7	12.9	.32	326
6	72.3	80.3	64.9	15.4	.38	358
7	75.4	81.1	69.8	11.3	.30	439
8	67.5	80.0	54.3	25.7	.54	166
9	69.8	77.8	61.5	16.3	.38	275

prospective voters. While eight out of ten of the boys agreed to reapportion the state to give greater voting power to undifferentiated urban areas, less than two-thirds approved of reapportionment when given the impression that it would favor "uneducated Mexicans."

Students from higher socio-economic backgrounds generally favored reapportionment. However, they were also systematically more swayed by the ethnicity of the residents in the voting districts than were those from poorer backgrounds and with less well educated parents. Thus, the data suggest that, although students support the principle of one man, one vote, they would qualify it when applied to a particular circumstance such as ethnic and educational background. Although only two-thirds of those reporting high involvement in church activities were found to support giving voting power to urban uneducated Mexicans, there seemed to be no systematic relationship between religiosity and views toward reapportionment. There seems to be little evidence that the social concerns of the churches have had any greater impact upon the students than have educational programs in applying the one-man-one-vote doctrine in an unbiased manner.

Better students generally favored reapportionment to a greater extent than did those with lower grades. The significance of ethnicity was about equal in both groups.

There was a 28 percentage point range in responses to the ethnically biased version of this case, as compared with a 7 percentage point range on the unidentified version. This threefold increase in dissensus regarding the applicability of the one-man-one-vote principle provides strong evidence of the educational system's failure to transmit effectively the meaning of universal suffrage. It is noteworthy that there was virtually no difference on the two versions among girls in the technical school. While the girls in this setting are disposed to equalizing political power independently of the voters' characteristics, the parochial school boys are more strongly influenced by these traits than any other group.

In general, students had been found to protect a defendant against double jeopardy, especially when he was described as a "prominent businessman." Results reported in Table 2-11 indicate that girls are significantly more likely to violate the civil rights of a man suspected of treason than are the boys.

Except for the fact that children from blue collar families are more strongly influenced by the reputed crime, there seems to be no systematic relationship between social class background and responses to this case.

Similarly, no distinctive pattern emerges when these responses are cross tabulated with religiosity. However, those with no church affiliation appear to be strongly influenced by the prestige of the businessman.

Poor students are shown to be more anti-civil libertarian and only slightly more affected by the characteristics of the defendant in this case than those with higher scholastic standings. The impact of the accused's reputation is nonetheless considerable, indicating that political attitude rather than education as such has greater significance.

There was very little difference in the range of responses to this case, suggesting a fairly high level of agreement regarding the meaning of the protection against double jeopardy. Despite the fact that girls generally were greatly influenced by whether the defendant was a businessman or a traitor, the responses of the girls in the technical school setting were less affected by reputation than students in other schools.

The use of a drug-induced confession was rejected by an almost four-to-one ratio (Table 2-12). However, students were significantly more likely to support the civil rights of a defendant described as a mother than of one with an Italian-sounding name described as a labor racketeer. Data reported in Table 2-12 indicate a stronger correlation was due to the criminals' reputations rather than to sex differences of the respondents.

There is some evidence that responses to this case were associated with socio-economic background. Those from blue collar backgrounds and with poorly educated parents tended to be more influenced by the identity of the criminal and dealt more harshly with the reputed labor racketeer than did those from better homes.

Comparison among those reporting different degrees of religious involvement reveals no distinctive pattern in responses to this case. The correlation between acceptance of drug-induced confessions and the reputation of the defendant

TABLE 2 - 11

Case #11. Per Cent Agreeing to Double Jeopardy

Background Characteristics	Total	Defendant described as...		Diff. A<-->B	Yule's Q	Base N
		A. Prominent Businessman	B. Suspected Traitor			
Sex:						
Male	22.6	19.6	25.6	- 6.0	-.17	1,401
Female	25.8	21.9	29.9	- 8.0	-.21	1,310
Father's Occupation:						
White Collar	24.4	21.4	27.4	- 6.0	-.16	1,623
Blue Collar	24.2	19.9	28.5	- 8.6	-.23	1,020
Father's Education:						
Did not finish H.S.	22.5	19.3	26.0	- 6.7	-.19	609
Completed high school	25.0	22.1	27.9	- 5.8	-.15	816
Some college	24.2	20.6	27.8	- 7.2	-.19	1,225
Mother's Education:						
Did not finish H.S.	22.6	19.6	25.9	- 6.3	-.18	446
Completed high school	24.7	20.7	28.8	- 8.1	-.21	1,001
Some college	24.7	22.3	26.9	- 4.6	-.12	815
Church Attendance:						
Often	25.2	21.6	28.6	- 7.0	-.18	1,338
Seldom	22.9	20.0	26.1	- 6.1	-.17	887
Never	23.0	18.4	27.8	- 9.4	-.26	361
Grade Point Average:						
Above Average	22.5	19.5	25.6	- 6.1	-.17	1,289
Below Average	25.7	21.9	29.5	- 7.6	-.20	1,414
School:						
1	26.1	24.4	27.8	- 3.4	-.09	360
2	19.2	15.2	23.1	- 7.9	-.25	281
3	22.4	21.2	23.5	- 2.3	-.07	67
4	19.3	17.2	21.6	- 4.4	-.14	316
5	26.3	19.3	33.5	-14.2	-.36	335
6	23.1	20.2	25.9	- 5.7	-.16	381
7	28.8	25.4	32.1	- 6.7	-.16	497
8	23.0	20.4	25.6	- 5.2	-.14	174
9	24.0	19.7	28.4	- 8.7	-.23	300

TABLE 2 - 12

Case #12. Per Cent Agreeing to Use of Drug-Induced Confessions

Background Characteristics	Total	Defendant described as...		Diff. A<-->B	Yule's Q	Base N
		A. Labor Racketeer	B. Mother of Small Children			
Sex:						
Male	18.6	21.0	16.4	4.6	.15	1,481
Female	20.1	22.8	17.4	5.4	.16	1,506
Father's Occupation:						
White Collar	19.0	21.0	17.0	4.0	.13	1,763
Blue Collar	20.0	23.4	16.5	6.9	.21	1,112
Father's Education:						
Did not finish H.S.	21.0	25.4	16.1	9.3	.28	671
Completed high school	19.8	23.0	16.7	6.3	.20	883
Some college	18.2	19.2	17.2	2.0	.07	1,328
Mother's Education:						
Did not finish H.S.	20.3	23.9	16.2	7.7	.24	483
Completed high school	19.5	21.0	17.9	3.1	.10	1,099
Some college	17.8	21.0	14.9	6.1	.20	891
Church Attendance:						
Often	19.8	22.5	17.1	5.4	.17	1,483
Seldom	18.6	20.1	17.0	3.1	.10	951
Never	19.3	23.0	15.5	7.5	.24	378
Grade Point Average:						
Above Average	17.2	18.8	15.6	3.2	.11	1,422
Below Average	21.4	24.8	18.1	6.7	.20	1,518
School:						
1	22.7	26.0	19.5	6.5	.18	387
2	14.9	14.8	15.1	- .3	-.01	295
3	20.0	27.8	12.8	15.0	.45	75
4	20.9	23.8	17.8	6.0	.18	340
5	17.7	18.2	17.2	1.0	.04	367
6	23.7	27.7	19.7	8.0	.22	426
7	16.6	19.6	13.6	6.0	.22	555
8	18.9	21.1	16.7	4.4	.14	180
9	18.9	20.6	17.1	3.5	.11	323

is strongest among non-churchgoers. Only 16 per cent would convict the mother whereas 23 per cent would convict the labor racketeer.

One-fourth of the students with below-average grades would convict the labor racketeer, but only 16 per cent of those with better grades agreed to convict the mother of small children. In general, then, poorer students were more influenced by the characteristics of the accused than were the better students, and they were more likely to deny the civil rights of defendants accused of killing a policeman.

A substantially greater range among schools obtained in the case of the reputed racketeer than in the case involving the mother. In one coeducational high school the characteristics of the accused made almost no difference; about 15 per cent felt that the defendants should be found guilty. Among girls in the technical school, however, slightly more than twice as many found the racketeer guilty than the mother.

Boys were only slightly more likely than girls to expel the student for refusing to participate in public school prayers (Table 2-13). Differences due to sex were greater than those due to the background characteristics of the student described. Contrary to our expectations, students generally dealt more harshly with the minister's son than with the student described as coming from an atheistic family.

No distinctive pattern was discerned when these data were related to family's socio-economic background and parental education. In addition, responses to this case were found to be unrelated to religiosity. However, the importance of background characteristics was surprisingly stronger among non-churchgoers than among those who are involved in church activities.

Those with poorer scholastic records tended to be more likely to punish this form of non-conformity than were better students, regardless of the characteristics of the boy involved.

The data indicate a 16 percentage point range in response to the case of the minister's son and only 9 percentage points in the case of the atheist. For parochial school boys, the student's background was of major importance: over 18 per cent said the minister's son ought to be expelled, whereas only 8 per cent felt the atheist's son ought to be punished.

Virtually all of the students supported the civil rights of the politician against the newspaper's freedom to publish with protection against charges of libel. Table 2-14 reveals that, while girls are more supportive of the politician's claim that he has been libelled than boys, the boys are more influenced by the politician's reputation.

Those from better homes and with better educated parents tended, to a slight degree, to favor the newspaper over the politician.

There was also a slight tendency for responses to be related to religiosity. Those with no religious affiliation gave more support to the newspaper and were less influenced by reputation than were those reporting church attendance.

Those with better grades were more likely to favor the

TABLE 2 - 13

Case #13. Per Cent Agreeing to Expel Student for Refusing to Participate in Public School Prayers

Background Characteristics	Total	Boy described as...		Diff. A<-->B	Yule's Q	Base N
		A. Son of Minister	B. Son of Atheist			
Sex:						
Male	8.2	8.5	7.8	.7	.05	1,484
Female	5.5	5.7	5.3	.4	.04	1,507
Father's Occupation:						
White Collar	6.7	6.9	6.4	.5	.03	1,770
Blue Collar	7.0	7.5	6.5	1.0	.08	1,120
Father's Education:						
Did not finish H.S.	5.6	8.0	2.8	5.2	.50	679
Completed high school	8.2	7.0	9.3	-2.3	-.16	883
Some college	6.4	6.6	6.1	.5	.04	1,334
Mother's Education:						
Did not finish H.S.	5.2	5.8	4.4	1.4	.15	484
Completed high school	7.6	8.3	6.9	1.4	.10	1,099
Some college	6.6	6.6	6.5	.1	.01	899
Church Attendance:						
Often	8.6	8.6	8.6	0.0	.04	1,487
Seldom	5.0	5.3	4.6	.7	.07	960
Never	5.5	6.7	4.2	2.5	.23	383
Grade Point Average:						
Above Average	5.6	5.5	5.8	- .3	-.02	1,434
Below Average	7.9	8.5	7.2	1.3	.09	1,522
School:						
1	5.1	5.0	5.1	- .1	-.01	395
2	5.4	4.0	6.8	-2.8	-.26	296
3	1.3	2.6	0.0	2.6	1.00	78
4	7.8	11.0	4.6	6.4	.43	345
5	7.0	6.4	7.6	-1.2	-.09	372
6	7.0	7.5	6.6	.9	.07	425
7	6.9	5.1	8.6	-3.5	-.27	553
8	13.3	18.5	8.0	10.5	.45	180
9	6.5	6.5	6.5	0.0	.02	321

TABLE 2 - 14

Case #14. Per Cent Agreeing that Newspaper is liable for Political Ad

Background Characteristics	Total	Politician's Reputation described as...		Diff. A<-->B	Yule's Q	Base N
		A. Bad	B. Good			
Sex:						
Male	87.6	85.3	90.0	-4.7	-.22	1,482
Female	90.7	90.1	91.2	-1.1	-.07	1,502
Father's Occupation:						
White Collar	89.7	88.8	90.6	-1.8	-.09	1,752
Blue Collar	88.8	86.5	91.2	-4.7	-.23	1,103
Father's Education:						
Did not finish H.S.	91.0	88.1	94.3	-6.2	-.38	671
Completed high school	89.1	89.1	89.1	0.0	.00	873
Some college	88.1	86.3	89.8	-3.5	-.17	1,320
Mother's Education:						
Did not finish H.S.	90.2	90.2	90.4	- .2	-.01	482
Completed high school	89.6	86.6	92.6	-6.0	-.32	1,093
Some college	88.5	86.9	90.0	-3.1	-.15	876
Church Attendance:						
Often	90.0	88.8	91.2	-2.4	-.13	1,479
Seldom	89.6	88.0	91.4	-3.4	-.18	971
Never	86.7	87.0	86.4	.6	.02	387
Grade Point Average:						
Above Average	90.4	89.8	91.0	-1.2	-.07	1,428
Below Average	87.9	85.7	90.2	-4.5	-.21	1,493
School:						
1	87.5	87.1	88.0	- .9	-.04	385
2	88.8	85.6	91.9	-6.3	-.31	294
3	96.0	97.2	94.9	2.3	.31	75
4	88.4	87.4	89.5	-2.1	-.10	346
5	90.9	90.2	91.5	-1.3	-.08	372
6	88.3	87.4	89.2	-1.8	-.08	418
7	88.7	86.1	91.2	-5.1	-.25	538
8	90.7	89.1	92.3	-3.2	-.19	183
9	89.6	87.7	91.7	-4.0	-.21	319

politician, regardless of reputation, than those with poorer academic records.

The version ascribing a poor reputation to the politician produced a 12 percentage point variation among schools, while the one in which he has a good reputation produced a variation of only 7 percentage points.

It will be recalled that a majority of students accepted holding a secret trial for the suspected traitor described in Case No. 15. Data shown in Table 2-15 indicate that girls are not only more influenced by how the traitor is described, but are significantly more likely to agree to a secret trial than boys. The findings seem to suggest that a popular hero is likely to be dealt with more harshly, possibly because he has violated a public trust and confidence.

Students coming from working class homes and with poorly educated parents in this case again tend to be more likely to restrict the civil rights of traitors than those from more privileged backgrounds.

Religious involvement is also shown to be related to accepting secret trials; three out of five of those reporting attending church often, compared with only about half of the non-churchgoers, agreed to holding a secret trial.

Although the students with relatively poorer academic records are more likely to accept this violation of the Sixth Amendment, academic performance appears to be less important than family background.

The variation among schools was substantial in this case, ranging from slightly more than half of those in a lower middle class suburban school who agreed to a secret trial to about three out of four in an urban lower class school. The difference among schools is greater than the difference related to the students' class backgrounds, indicating that, in this case, the framework of the school works with the students' backgrounds to produce a social climate which intensifies the class-based predispositions of the respondents.

Inspection of responses to the case involving excessive bail reveals that knowing that the suspects are Communists rather than businessmen has an especially strong impact upon the boys' responses (Table 2-16). The girls were relatively unaffected by the reputation of the accused.

The over-all pattern associated with lower class background and poor parental education is again manifested in responses to this case. The differential impact of the accused's characteristics is inversely related to mother's educational achievement.

While there is a weak correlation between religiosity and the likelihood of accepting excessive bail, the data show no systematic patternment.

Not surprisingly, poorer school achievement is again associated with the tendency to mete out harsher punishment. However, it is the above-average student rather than the poorer one who is more influenced by the nature of the alleged crime.

Responses to this case produced a 23 percentage point range among schools with only small differences between the two versions of the case. Girls in the technical school are shown to

TABLE 2 - 15

Case #15. Per Cent Agreeing to Secret Trial of Treason Suspect

Background Characteristics	Total	Defendant is...		Diff. A←→B	Yule's Q	Base N
		A. Not Described	B. Singing Star			
Sex:						
Male	56.2	56.4	55.9	.5	.01	1,439
Female	63.1	61.3	64.9	-3.6	-.08	1,395
Father's Occupation:						
White Collar	57.7	57.6	57.9	- .3	-.01	1,694
Blue Collar	61.8	60.3	63.3	-3.0	-.06	1,068
Father's Education:						
Did not finish H.S.	63.9	64.0	63.7	.3	.01	648
Completed high school	59.0	58.6	59.3	- .7	-.01	843
Some college	57.9	56.5	59.3	-2.8	-.06	1,276
Mother's Education:						
Did not finish H.S.	62.9	66.4	59.2	7.2	.15	464
Completed high school	60.0	57.9	62.3	-4.4	-.10	1,059
Some college	57.4	55.4	59.4	-4.0	-.08	853
Church Attendance:						
Often	61.8	61.8	61.8	0.0	-.00	1,427
Seldom	58.5	56.9	60.4	-3.5	-.07	914
Never	52.5	51.6	53.4	-1.8	-.04	362
Grade Point Average:						
Above Average	56.9	55.1	58.7	-3.6	-.07	1,366
Below Average	62.0	62.2	61.8	.4	.01	1,459
School:						
1	55.0	50.0	59.7	-9.7	-.19	373
2	73.8	75.4	72.2	3.2	.08	286
3	62.8	54.3	71.4	-17.1	-.36	70
4	56.6	58.0	55.2	2.8	.06	325
5	61.3	60.5	62.0	-1.5	-.03	372
6	64.1	64.8	63.4	1.4	.03	407
7	56.0	54.8	57.3	-2.5	-.05	512
8	61.4	63.3	59.3	4.0	.08	176
9	51.1	50.6	51.6	-1.0	-.02	313

TABLE 2 - 16

Case #16. Per Cent Agreeing to Excessive Bail to Prevent Suspects from Leaving the Country

Background Characteristics	Total	Suspects described as...		Diff. A<-->B	Yule's Q	Base N
		A. Corporation Executives	B. Communist Party			
Sex:						
Male	69.5	63.0	75.7	-12.7	-.29	1,390
Female	68.2	65.7	70.9	- 5.2	-.12	1,282
Father's Occupation:						
White Collar	67.1	63.0	71.0	- 8.0	-.18	1,597
Blue Collar	71.8	66.9	76.8	- 9.9	-.24	1,005
Father's Education:						
Did not finish H.S.	71.2	68.2	74.6	- 6.4	-.16	612
Completed high school	69.0	63.1	74.7	-11.6	-.26	799
Some college	67.3	62.6	71.5	- 8.9	-.20	1,198
Mother's Education:						
Did not finish H.S.	73.5	65.7	82.4	-16.7	-.42	438
Completed high school	70.1	65.8	74.5	- 8.7	-.20	988
Some college	63.7	59.7	67.5	- 7.8	-.17	797
Church Attendance:						
Often	69.6	66.0	73.1	- 7.1	-.17	1,350
Seldom	68.4	62.9	74.2	-11.3	-.26	861
Never	65.6	61.1	70.1	- 9.0	-.20	349
Grade Point Average:						
Above Average	65.2	59.8	70.1	-10.3	-.23	1,289
Below Average	72.3	68.7	75.9	- 7.2	-.18	1,374
School:						
1	69.1	66.7	71.3	- 4.6	-.11	359
2	68.9	63.4	74.4	-11.0	-.25	267
3	80.3	76.5	85.2	- 8.7	-.28	61
4	56.9	54.0	59.5	- 5.5	-.11	306
5	72.2	64.7	79.3	-14.6	-.35	352
6	72.4	68.4	76.4	- 8.0	-.20	387
7	66.4	61.0	71.7	-10.7	-.24	471
8	75.8	72.2	79.5	- 7.3	-.20	178
9	70.1	64.2	76.4	-12.2	-.29	291

be especially predisposed to feeling that these suspects are likely to escape punishment by forfeiting bail. On the average, four out of five of these girls agreed to excessive bail. In contrast, students in school Number 4, an upper middle class suburban setting, were most tolerant of the suspects in this case. It is noteworthy that there was a marked discrepancy between respondents in this school and its sister school (School No. 5) in the same suburb. Clearly, it is the social and academic climate in each of these schools rather than family background that is producing civil libertarians in one and anti-civil libertarians in the other.

The findings for the last two cases, for which there was no difference in version, are summarized in Table 2-17. The data show that girls are markedly more likely than boys to oppose a private militia. This attitude appears to be slightly associated with social class background, parental education, and religiosity but is unrelated to academic achievement.

Only the small amount of variation of 9 percentage points was found among students from different schools. This variation is significantly smaller than on most other cases, suggesting that sex differences and social background factors, rather than educational environment, are more important determinants of attitudes toward this case.

The seniors rejected by a two-to-one ratio an interpretation of assassination remarks as conspiratorial, but there is a definite sex difference in attitudes towards this case, girls being somewhat more likely to give a civil libertarian response.

Social class background, parental education, and academic achievement had no consistent effect upon the students' responses. The degree of religiosity, however, has an inverse relationship with civil libertarian attitudes on this case: only 28 per cent of the non-churchgoers agreed to treat the remarks as conspiratorial, contrasted with 33 per cent of the regular churchgoers who did so.

The variation among students from different schools was 15 percentage points. Clearly, on this case, the school setting interacts with the characteristics of the student body to produce a fairly wide range of civil libertarianism.

TABLE 2 - 17

Distribution of Responses to Cases in which Descriptions of the Accused did not differ

Background Characteristics	Per cent agreeing that:			
	Case #17. Paramilitary group leaders should be jailed		Case #18. Assassination remarks are conspiratorial	
	Total	Base N	Total	Base N
Sex:				
Male	55.8	1,392	34.0	1,435
Female	65.3	1,284	28.5	1,489
Father's Occupation:				
White Collar	59.5	1,601	31.0	1,686
Blue Collar	62.5	1,004	31.8	1,061
Father's Education:				
Did not finish H.S.	62.5	622	32.9	638
Completed high school	60.5	795	28.4	846
Some college	59.4	1,199	33.1	1,270
Mother's Education:				
Did not finish H.S.	62.0	434	31.2	455
Completed high school	59.4	999	29.9	1,039
Some college	59.5	802	31.3	854
Church Attendance:				
Often	62.8	1,337	33.4	1,413
Seldom	59.0	865	30.1	903
Never	56.4	353	27.7	375
Grade Point Average:				
Above Average	60.0	1,279	31.5	1,360
Below Average	60.8	1,389	31.1	1,450
School:				
1	65.1	347	34.1	375
2	57.2	264	26.1	291
3	65.2	69	23.3	73
4	56.1	312	22.6	323
5	59.9	352	30.7	355
6	59.5	378	37.9	401
7	62.2	492	31.8	515
8	60.2	176	36.7	180
9	59.8	286	32.0	306

Summary

This section of the report described our findings in terms of characteristics selected to assess the degree to which civil libertarian dispositions are conditioned by such social and educational background factors as sex, social class, religiosity, academic achievement, and school environment.

Sex Differences. This analysis has shown girls, on the average, to be slightly less civil libertarian than boys; a higher proportion of girls than boys responded in a civil libertarian fashion in 15 out of the grand total of 34 separate cases presented to the students.

While girls were only slightly less tolerant than boys as measured by the number of times they took a civil libertarian position, they were substantially more unfair than boys when the relative weights of the social or criminal characteristics of the defendants are examined. The data revealed that the girls were more strongly influenced by such personal characteristics than the boys in 11 out of 16 cases in which there were two versions.

Family socio-economic background. Children from families in which the father is employed in a white collar occupation were found to take a civil libertarian position in a greater number of cases than did children from working class backgrounds. Students coming from better homes supported the civil libertarian position in 23 out of the possible 34 cases. Disproportionately larger numbers of students from such homes supported the civil libertarian position in half of the 16 paired cases. Their responses tended to be more supportive of constitutional protections in the more deviant or non-conforming version in six remaining cases. Thus, compared with students from blue collar backgrounds, they are more likely to protect the naturalized citizen rather than the native-born individual in the citizenship case; the child molester rather than the robber in the indigent case; the reputed troublemakers rather than the unidentified hunters in the search case; the suspected traitor rather than the businessman in the double jeopardy case; and the labor racketeer rather than the mother in the confession case. In addition, while rejecting the use of a sworn affidavit in the murder case, they tended to accept it in the accident case. On the other hand, in three cases, those involving all-white juries for Negroes, the politician's suit for libel, and the private militia, respondents from blue collar backgrounds tended to be more civil libertarian than students from white collar homes.

As compared with working class students, those from white collar backgrounds were also more civil libertarian in the sense that they were relatively less strongly influenced by the extra-legal characteristics of the participants in the cases. The fact that those from white collar homes were more strongly influenced by these characteristics than those with working class fathers in only four out of the sixteen matched cases indicates a strong tendency to make universalistic rather than particularistic judgments.

Parental education. The findings revealed no distinctive or strong relationship between parental educational achievement and responses to these cases. In general, the relationships examined were consistent with those found regarding differences based on occupational background: parental educational attainment generally appeared to be directly related to the likelihood of extending constitutional protections and of being influenced by the particular characteristics attributed to the defendants. On balance, the data suggest that occupational or social class, rather than educational attainment as such, is the more important factor in determining attitudes toward civil liberties.

Religiosity. Religious involvement, as indexed by the frequency of church attendance, was disclosed to be inversely related to the proportion of civil libertarian responses in 16 of the possible 34 cases. A positive relationship between religiosity and support of constitutional protections was found in only two of the cases. The importance of the litigants' reputation increases systematically with religious involvement in two cases and decreased in two others.

Grade point average. Students with above average scholastic achievement tended to give civil libertarian responses more often than those with poorer grades. In only 10 out of the 34 cases described was this pattern reversed.

The social and criminal characteristics described in the cases more strongly influenced the response pattern among better students in 7 out of the 16 paired cases. Thus, while the better students seem to be more likely to apply the Bill of Rights to a given circumstance than those with weaker records, they are only slightly less likely to be swayed by the particular way in which participants in these cases are described.

School Setting. The rather wide range of variation among the several schools in which the questionnaire was administered strongly suggests that the educational program does not inculcate a single set of shared values and beliefs about the Bill of Rights. Moreover, analysis of the data indicating a lack of consensus provides little evidence that the school functions to redirect value predispositions learned in the home and in local enclaves of the community. Instead, the school seems to offer a setting in which the educational program conjoins with other social forces to reinforce attitudes already held by students by virtue of their other attributes. As a result, each school appears to represent a fairly distinctive climate of opinion and values. This can be illustrated by a comparison of two schools (Schools No. 4 and 5) within a single district of an upper-class suburb. Although the formal educational program and the social class backgrounds of the students are essentially the same, one of the schools has a strong athletic program and is reputed to be conservative, while the other provides an academic climate and an informal social atmosphere. Consistent with these impressions, the survey findings reveal that seniors in the latter school were more civil libertarian than those in the former environment in 21 out of the 34 cases.

CHAPTER III

CIVIL LIBERTIES AND STUDENT VALUES

This chapter of the report relates the survey findings to value orientations as indicated by the respondents' attitudes and beliefs towards their high school careers. The distributions of responses to the civil liberties cases are again presented in seventeen separate tables.

On the first case about half of the students agreed that citizenship had been lost. As can be seen from Table 3-1, the over-all range among students with different goals was over 9 percentage points, the variability on the version concerning the native-born citizen being slightly greater than on the one involving the naturalized citizen. The students who were primarily concerned with preparing for their future occupations were most likely to agree with the decision regardless of whether the person involved was native-born or naturalized, while those striving to please their parents were consistently least likely to approve of this action. Regardless of their goals, the students were harsher towards the native-born citizen. It is noteworthy that the students reporting that their goal in high school was to learn as much as possible were most affected in their responses by the identities of the persons involved in the case.

Students planning to attend college were slightly more likely to agree that citizenship rights can be denied than were those with other post-high school plans: 56 per cent, as compared with 52 per cent of those not planning to attend college, agreed with the unconstitutional decision of the Immigration Service. Both groups would treat the native-born person more sternly, but the description of the litigant affected the responses of the college-bound seniors almost three times more strongly.

There was a nine percentage point range of responses among students with different self concepts, as indicated by how they hoped to be remembered. Those desiring to be recalled as star athletes were most likely to give an anti-civil libertarian response, with 62 per cent agreeing that the litigants had forfeited American citizenship. Although all groups tended to treat the native-born citizen more harshly, the characteristics of the litigants had the greatest effect upon the responses of the students who wanted to be best dressed and the least effect upon those who hoped to be remembered as brilliant students.

The location of the students' best friends bore no consistent relationship to civil libertarian responses to this case. Those whose friends were in their own schools were most likely to be harsh towards the litigants; the students who reported their best friends to be equally divided between schoolmates and others tended to be in least agreement with the loss of citizenship. The range of responses was greater on the case of the native-born citizen than on the one concerning the naturalized woman, but the students whose friendships centered in their schools were least civil libertarian in both cases. Interestingly enough, the students whose friends were all in their schools or all elsewhere were about equally influenced by whether the litigant was native-born or naturalized, while those who reported mixed groups of friends were less than half as affected by the litigant's identity. The pattern of greater similarity among respondents with friends in only one location than among these students and those with friends divided between school fellows and others is repeated in 11 of the 16 cases for which there were two versions.

Involvement in the school athletic program appears to be related to responses to this case. Students disagreeing that it was their duty to support the team were more likely to be stern towards the litigant in this case. Those displaying more school spirit and the less loyal students were about equally affected by whether the person was a naturalized citizen or native-born.

The respondents who regarded athletic ability as an inborn trait were less likely to agree that citizenship was lost in this case; 52 per cent of them, compared with 57 per cent of those believing skill in athletics is learned, gave anti-civil libertarian responses. Although students of either view tended to be more stern towards the native-born citizens, those who emphasized achievement of skill in sports were significantly more swayed by the characteristics of the personalities involved in the case.

Students rejected the denial of a free trial transcript by an almost three-to-one ratio. Table 3-2 shows an 8 percentage point range among students with different goals for their high school years. The academically-oriented and those stressing

TABLE 3 - 1

Case #1. Per Cent Agreeing that Citizenship has been Lost

	Total	Citizen described as...		Diff. A --- B	Yule's Q	Base N
		A. Native-Born	B. Naturalized Citizen			
Most Important Goal:						
Being accepted and liked by others	56.7	62.5	50.7	11.8	.24	750
Living up to religious ideals	52.2	59.5	44.8	14.7	.29	462
Future occupation	58.7	65.4	51.2	14.2	.29	707
Learning as much as possible	53.8	62.5	45.0	17.5	.34	609
Pleasing my parents	49.3	55.4	43.1	12.3	.24	383
Post-High School Plans:						
College	56.2	64.6	48.1	16.5	.33	1,878
Non-college	52.1	54.7	48.9	5.8	.12	893
Wish to be Remembered as:						
Brilliant Student	53.5	59.4	47.4	12.0	.24	1,146
Athletic Star	61.6	68.0	54.9	13.1	.27	550
Most Popular	53.1	60.1	46.7	13.4	.26	676
Best Dressed	52.2	58.8	43.6	15.2	.30	343
Location of Friends:						
In this School	57.2	63.5	50.8	12.7	.26	1,298
Evenly divided	50.7	53.6	47.4	6.2	.12	288
Not in this School	53.0	60.5	45.2	15.3	.30	1,229
Duty to Support Team:						
Agree	53.9	60.3	47.6	12.7	.25	1,155
Disagree	55.4	62.0	48.1	13.9	.28	1,532
Athletic Ability is Inborn:						
Agree	51.7	57.2	45.9	11.3	.22	1,086
Disagree	56.6	64.1	48.6	15.5	.31	1,545

TABLE 3 - 2

Case #2. Per Cent Agreeing to Deny Free Transcript to Indigent

	Total	Indigent described as...		Diff. A ---- B	Yule's Q	Base N
		A. Child Molester	B. Robber			
Most Important Goal:						
Being accepted and liked by others	27.3	32.8	21.7	11.1	.28	763
Living up to religious ideals	28.8	32.8	24.8	8.0	.19	472
Future occupation	26.3	32.9	19.2	13.7	.35	718
Learning as much as possible	26.3	32.4	20.3	12.1	.30	616
Pleasing my parents	34.4	43.2	25.8	17.4	.37	375
Post-High School Plans:						
College	24.3	29.0	19.9	9.1	.24	1,902
Non-college	35.9	43.0	27.7	15.3	.33	910
Wish to be Remembered as:						
Brilliant Student	25.0	31.4	18.8	12.6	.34	1,145
Athletic Star	25.2	29.3	20.9	8.4	.22	555
Most Popular	30.5	34.8	26.4	8.4	.20	709
Best Dressed	39.8	48.2	29.8	18.4	.37	352
Location of Friends:						
In this school	25.8	30.7	20.9	9.8	.25	1,327
Evenly divided	31.3	40.0	22.2	17.8	.40	294
Not in this school	30.0	36.0	23.9	12.1	.28	1,240
Duty to Support Team:						
Agree	31.0	38.3	24.0	14.3	.33	1,174
Disagree	26.2	31.5	20.6	10.9	.28	1,555
Athletic Ability is Inborn						
Agree	31.0	36.1	25.8	10.3	.24	1,110
Disagree	26.3	32.3	20.0	12.3	.31	1,568

job preparation were least likely to deny the transcript, while those aiming to please their parents were most likely to do so. The latter group was consistently harsher and was also most influenced by the nature of the crime. Those ranking religious ideals highest in their scale of goals were least influenced by how the criminal was described. In general, the version describing the criminal as a convicted child molester received more anti-civil libertarian responses, but the range of responses--11 percentage points--was greater than on the version in which the impoverished man was a robber.

Students not planning to attend college were substantially less civil libertarian on this case; 36 per cent of them, as contrasted with 24 per cent of the college-bound students, agreed to deny the appeal of a man unable to pay for a transcript. Moreover, 43 per cent of the seniors intending to terminate their formal education with high school would refuse to give a free transcript to the convicted child molester, but only 29 per cent of those embarking on a college career would do so. Finally, the significance of the crime is markedly greater among students who anticipate entering the job market than among those continuing their education.

Similarly, those wishing to be remembered as brilliant students were more likely than students with other preferred images to be lenient in this case when the crime is held constant. There was a 19 percentage point range when the crime involved child molesting, but the range was less wide in the version describing a robber. Seniors hoping to be remembered as well dressed were especially punitive toward the child molester. Those respondents aspiring to be remembered as brilliant students or the best dressed were about equally influenced by the seriousness of the crime. Students wishing lasting reputations for popularity or athletic ability were less inclined to take the nature of the crime into account.

Students reporting that their best friends were evenly divided in and out of their schools were least likely to support the plea in this case while those who focused their friendships within their schools were more likely to be lenient toward the indigent. Again, those with more homogeneous circles of friends were similar in that they were less influenced by the character of the crime than the students whose friends were distributed between classmates and non-classmates, who showed a greater discrepancy between responses to the two versions of this case.

In general, the more school-spirited students were less likely to give civil libertarian responses on this case: 31 per cent of those who felt duty-bound to support their teams would deny the indigent's claim, but only 26 per cent of those who had no such obligation would withhold a free transcript. In both groups the convicted child molester would receive harsher treatment than the robber, but the correlation between the crime and anti-civil libertarian responses was higher among the more school-spirited students.

The seniors who regarded athletic ability as innate were somewhat more likely to deal harshly with the indigent than were those who disagreed. The significance of the crime, however, was greater among the latter group of respondents.

It will be recalled that the students approved of using eavesdrop evidence by an over-all ratio of two-to-one. However, as can be seen from Table 3-3, there was an 8 percentage point range on this case when students were classified according to their primary goals: from 40 per cent of the academically-oriented who agreed with the Supreme Court that this violated the defendant's civil rights, to 32 per cent of the religiously-oriented students. The variability of responses to the version involving the physicians is wider than on the version describing the car occupants as dope peddlers, with the students oriented toward learning and religion being highest and lowest, respectively. For all but one of the goal dispositions the doctors would receive more lenient treatment; students striving foremost to please their parents displayed a slight tendency to be more civil libertarian towards the dope peddlers.

There was no difference in over-all response to this item between students anticipating college attendance and those with other plans. However, the respondents who did not desire further formal education were nearly twice as strongly influenced by the identities of the defendants.

The kind of yearbook identity tag chosen by the students is apparently related to willingness to agree to the use of eavesdrop evidence. The average range was 7 percentage points, but lack of consensus was twice as great on the version involving doctors as on the one describing the defendants as reputed dope peddlers. Students wishing to be recalled as "best dressed" manifested a stronger tendency towards civil libertarianism in the case involving doctors, while those hoping to be remembered as brilliant were most supportive of dope peddlers. Those striving to be noted as best dressed were also more unfair in that they were relatively more lenient towards the physicians than were other students.

Students with mixed friendship groups were more civil libertarian on this case than were those whose friends were wholly in or out of their schools. This tendency is especially noticeable on the version of the story concerning doctors. Although each group of students was influenced by the characteristics of the car occupants, the effects were greater for those with heterogeneous circles of friends.

Seniors who identified with the school through athletic teams were less likely to respond in a civil libertarian fashion on both versions of this case. Both categories of students were more likely to violate the civil rights of the dope peddlers.

Whether the students regarded athletic ability as inborn or achieved bore no relationship to the responses to this case. Students holding either attitude were slightly more predisposed to protect the civil rights of the physicians than those of the dope peddlers.

Although students generally opposed firing a teacher who refused to sign a loyalty oath by a two-to-one ratio, Table 3-4 shows that on the average, about 40 per cent of those striving

TABLE 3 - 3

Case #3. Per Cent Agreeing to Forbid Wiretapping of Cars

	Total	Car Occupants are...		Diff. A --- B	Yule's Q	Base N
		A. Doctors	B. Dope Peddlers			
Most Important Goal:						
Being accepted and liked by others	32.8	33.8	31.8	2.0	.04	775
Living up to religious ideals	31.7	32.8	30.7	2.1	.05	476
Future occupation	37.5	40.5	34.2	6.3	.13	717
Learning as much as possible	40.2	42.8	37.8	5.0	.10	616
Pleasing my parents	35.2	33.9	36.4	-2.5	-.05	384
Post-High School Plans:						
College	35.8	37.5	34.2	3.3	.07	1,913
Non-college	36.5	39.2	33.3	5.9	.13	908
Wish to be Remembered as:						
Brilliant Student	38.7	41.1	36.3	4.8	.10	1,145
Athletic Star	35.2	38.7	31.5	7.2	.16	566
Most Popular	31.2	29.6	32.3	-2.7	-.06	705
Best Dressed	37.1	42.1	31.3	10.8	.23	353
Location of Friends:						
In this school	36.1	37.5	34.8	2.7	.06	1,314
Evenly divided	39.0	43.4	34.5	8.9	.19	297
Not in this school	35.0	37.6	32.5	5.1	.11	1,258
Duty to Support Team:						
Agree	32.0	33.6	30.5	3.1	.07	1,168
Disagree	38.9	41.6	36.1	5.5	.11	1,573
Athletic Ability is Inborn:						
Agree	36.1	37.9	34.4	3.5	.07	1,113
Disagree	35.4	37.8	32.9	4.9	.11	1,577

TABLE 3 - 4

Case #4. Per Cent Agreeing to Fire College Teacher for Refusing to Sign Loyalty Oath

	Total	Teacher described as...		Diff. A --- B	Yule's Q	Base N
		A. Reputed Communist	B. Highly Respected			
Most Important Goal:						
Being accepted and liked by others	36.5	42.1	30.9	11.2	.24	773
Living up to religious ideals	40.5	49.4	31.7	17.7	.36	477
Future occupation	31.1	35.1	26.8	8.3	.19	732
Learning as much as possible	31.0	35.8	26.3	9.5	.22	626
Pleasing my parents	39.0	49.0	29.0	20.0	.40	387
Post-High School Plans:						
College	31.5	36.7	26.6	10.1	.23	1,936
Non-college	38.5	45.1	31.0	14.1	.29	924
Wish to be Remembered as:						
Brilliant Student	27.9	32.1	23.8	8.3	.20	1,169
Athletic Star	40.4	47.4	32.8	14.6	.30	560
Most Popular	36.5	43.4	30.1	13.3	.28	713
Best Dressed	36.4	43.5	28.2	15.3	.32	363
Location of Friends:						
In this school	33.3	39.4	27.4	12.0	.26	1,356
Evenly divided	33.8	35.6	31.9	3.7	.08	293
Not in this school	34.6	41.2	28.1	13.1	.28	1,256
Duty to Support Team:						
Agree	38.7	46.2	31.5	14.7	.30	1,193
Disagree	29.9	35.2	24.2	11.0	.26	1,585
Athletic Ability is Inborn:						
Agree	37.3	45.4	29.4	16.0	.33	1,122
Disagree	30.8	35.8	25.6	10.2	.24	1,601

principally to fulfill their religious ideals and please their parents would fire him. As might be expected, less than a third of the students whose goal was learning or occupational preparation would approve of this action. When the teacher is described as a reputed Communist, the range of responses is 14 percentage points, and again the religiously and parentally oriented students are least civil libertarian. This tendency to be harsher to the alleged Communist probably reflects a lower tolerance for political dissent among those valuing obedience to religious and familial authority. The significance of the teacher's reputation was twice as great among the students oriented toward pleasing their parents as among those whose goal lay in career preparation.

Future college students were more civil libertarian on this case than were the respondents who planned to terminate their education with a high school diploma. The latter group was also slightly more influenced by the teacher's reputation.

There was a 12 percentage point average range among students with different self concepts. When the teacher is described as having Communist leanings, the variation in responses was 15 percentage points, contrasted with only 9 percentage points on the "highly respected teacher" version. On each version the respondents conceiving of themselves as brilliant students were least likely to fire the teacher; apparently they tend to value academic freedom. Each group tended to favor the teacher with a good reputation, the correlation between the identity of the teacher and responses being highest in the group which hoped to be remembered as "best dressed."

There were no distinctive differences in responses according to the location of the students' friends. In each group the "highly respected" teacher was less likely to be fired; however, the students with friends either solely in or out of their schools were three times as influenced by the degree of respectability of the teacher as were the students with friends in both locations.

Students agreeing that support of the school team is obligatory were more likely to concur with the action against the college teacher than were those with less school spirit. For the latter group the reputation of the teacher made less difference, although both groups of students were significantly more lenient towards the one with a good reputation.

Students agreeing with the conventional belief that athletic prowess is inborn were less likely to express civil libertarian attitudes on this case than were those who doubted this aspect of popular mythology. Those who held this belief were also more influenced by the description of the teacher.

The over-all range of responses to the obscenity case among students seeking to attain different goals was 17 percentage points (Table 3-5). Students who were oriented towards fulfilling the precepts of their religions were consistently most likely to condemn this form of moral deviance, as might be expected. All the students' responses were highly correlated with the characteristics of the manager and strikingly more punitive towards the one described as homosexual.

Civil libertarianism on this case had little over-all relationship to the educational aspirations of the respondents. Compared with those entering the job market, the college-bound students were more likely to punish the unidentified theatre manager, but support the one said to be a homosexual. Both the students planning to attend college and those with other plans were strongly influenced in their responses by the information about the sexual predilections of the defendant; however, the students with lower aspirations were significantly more harsh towards the homosexual than were the future college students.

The average variation between students of different preferred identities was only 4 percentage points on this case. The range was twice as wide on the version regarding the unidentified manager than on the one describing him as a homosexual. On the version on which the theatre manager was not identified, the students who saw themselves as "best dressed" tended to give the most liberal responses, while those who hoped for reputations based on scholastic excellence were likely to be more harsh. However, this pattern is reversed on the version concerning a homosexual. The homosexual would receive sterner treatment, especially among those aspiring to be "best dressed" or star athletes.

Students reporting their friends to be scattered consistently gave a higher proportion of civil libertarian responses on this item than did those with friends in one location. Each group was more than twice as likely to be lenient to the unidentified theatre manager than to the homosexual.

Students manifesting less school spirit consistently tended to be more civil libertarian than were those who felt obligated to support their teams. However, the impact of sexual deviance upon libertarianism was weaker in the latter group.

Beliefs concerning the source of athletic skill did not discriminate between degrees of civil libertarianism on this case. However, 52 per cent of those accepting the view that athletic ability is innate would jail the sexually deviant manager, while 58 per cent of those disagreeing with the popular theory would punish him. Moreover, the significance of the defendant's moral character is greater among the students believing that skill in sports is acquired.

Table 3-6 reports the distribution of findings on the case involving a Negro tried by an all-white jury. When responses were classified by the primary goals of the students, no difference in the range of responses was found between the versions describing the Negro as a forger and as a rapist. It is noteworthy that, while students valuing social acceptance, occupational planning, and learning were more likely to accept an all-white jury in the rapist version, students striving to live according to their religious beliefs or to please their parents tended to be slightly more responsive to the convicted rapist than to the robber.

The students' post-graduation plans appear to have no relationship to civil libertarianism on this case. In addition,

TABLE 3 - 5

Case #5. Per Cent Agreeing to Fine and Jail Theatre Manager for Showing Obscene Film

	Total	Manager is. . .		Diff. A --- B	Yule's Q	Base N
		A. Not Described	B. A Homosexual			
Most Important Goal:						
Being accepted and liked by others	38.4	24.5	52.3	-27.8	-.54	740
Living up to religious ideals	53.7	42.4	64.2	-21.8	-.41	464
Future occupation	37.7	23.6	53.3	-29.7	-.57	702
Learning as much as possible	40.0	24.7	54.6	-29.9	-.57	597
Pleasing my parents	45.2	29.2	60.8	-31.6	-.58	374
Post-High School Plans:						
College	42.4	29.8	54.1	-24.3	-.47	1,842
Non-college	39.8	23.6	58.3	-34.7	-.64	903
Wish to be remembered as:						
Brilliant Student	42.3	29.2	54.7	-25.5	-.49	1,107
Athletic Star	41.3	26.1	57.4	-29.8	-.58	559
Most Popular	42.1	27.6	55.2	-27.6	-.53	691
Best Dressed	38.3	22.9	57.6	-28.6	-.64	339
Location of Friends:						
In this school	40.9	27.0	54.9	-27.9	-.53	1,276
Evenly divided	38.5	23.8	53.5	-29.7	-.57	291
Not in this school	42.6	28.9	56.0	-27.1	-.52	1,224
Duty to Support Team:						
Agree	45.5	31.8	58.7	-26.9	-.50	1,154
Disagree	37.6	23.6	52.2	-28.6	-.56	1,512
Athletic Ability is Inborn:						
Agree	40.3	28.8	51.8	-23.0	-.45	1,084
Disagree	41.6	26.1	57.6	-31.5	-.59	1,531

TABLE 3 - 6

Case #6. Per Cent Agreeing to All-White Jury for Trial of Negro

	Total	Negro described as...		Diff. A --- B	Yule's Q	Base N
		A. Forger	B. Rapist			
Most Important Goal:						
Being accepted and liked by others	40.3	39.6	41.0	-1.4	-.03	782
Living up to religious ideals	40.7	43.6	38.0	5.6	.12	486
Future occupation	41.0	39.6	42.4	-2.8	-.06	727
Learning as much as possible	43.9	42.4	45.5	-3.1	-.06	628
Pleasing my parents	45.7	46.9	44.4	2.5	.05	392
Post-High School Plans:						
College	42.6	41.5	43.6	-2.1	-.04	1,948
Non-college	41.1	40.9	41.2	- .3	-.01	925
Wish to be remembered as:						
Brilliant Student	44.4	41.3	47.4	-6.1	-.12	1,163
Athletic Star	43.6	44.0	43.3	.7	.01	573
Most Popular	38.3	40.2	36.6	3.6	.08	726
Best Dressed	38.3	37.1	39.8	-2.7	-.06	360
Location of Friends:						
In this school	41.4	42.0	40.9	1.1	.02	1,347
Evenly divided	43.3	39.6	47.0	-7.4	-.15	305
Not in this school	42.1	40.6	43.6	-3.0	-.06	1,268
Duty to Support Team:						
Agree	41.2	38.7	43.6	-4.9	-.10	1,204
Disagree	42.2	42.4	42.1	.3	.01	1,591
Athletic Ability is Inborn:						
Agree	42.2	42.5	42.0	.5	.01	1,139
Disagree	41.6	40.2	43.0	-2.8	-.06	1,602

neither group was greatly influenced by the nature of the crime involved.

The range among students with various self concepts was 6 percentage points. When the Negro is described as convicted of forgery, 44 per cent of those wishing reputations in athletics agreed to an all-white jury, while 37 per cent of the students desiring to be recalled as "best dressed" agreed. Less consensus was registered among those answering the rapist version, the range being 11 percentage points. The students who based their identities on scholastic achievement were the most likely to deny the validity of the rapist's argument. The nature of the crime had a substantially greater impact upon these students than it did on any other group.

The composition of the students' friendship groups had no over-all relationship to civil libertarianism. However, on the version in which the Negro was a convicted rapist, 47 per cent of those who had friends both in and out of their schools agreed to an all-white jury, while a smaller proportion (41 per cent), having friends only within their schools, would agree to this discriminatory procedure. The nature of the crime had negligible effect upon students with homogeneous friendship groups, but its influence was much greater on the responses of those with friends in different collectivities.

The extent to which the students regarded having school spirit as obligatory was unrelated to the general civil libertarian responses to this case. Only when the crime was forgery was there a difference in response: 39 per cent of the school-spirited students would agree to an all-white jury, compared with 42 per cent of the less loyal group. Consequently, the nature of the crime had some effect upon the responses of the former group of respondents but made absolutely no difference to the less school-spirited seniors.

No relationship was found between subscribing to the view that athletic ability is innately determined and agreeing to an all-white jury. The significance of the crime was also independent of the students' degree of conventionality.

It will be recalled that almost two-thirds of the high school seniors agreed to arrest demonstrators, irrespective of their purpose. Findings presented in Table 3-7 show that there was an over-all range of 7 percentage points among students with different goals, with little difference in variation between the two versions of the story. The students who sought primarily to please their parents were most likely to deal harshly with the demonstrators, regardless of whether they were Ku Klux Klan members or civil rights marchers. While all students were more likely to uphold the rights of those favoring racial integration, the goal of the demonstrators had a more pronounced effect upon the responses of students principally valuing other students' assessment of them.

Students who did not anticipate attending college were somewhat more likely to arrest the demonstrators than were those with plans for college, and this pattern appears independently of whether the demonstrators were described as Klansmen or civil rights marchers. While both types of students favored the civil rights demonstrators to a greater extent than they did the Klansmen, the influence of knowing the marchers' objectives was about the same.

The range of responses according to the preferred self concepts of the students was 9 percentage points, and students whose self concepts were ordered around scholastic achievement were consistently most likely to give civil libertarian responses on this case. Although the range remained roughly constant on the two versions of the case, the students wishing to be recalled for popularity or dress were more influenced by the nature of the demonstration than were those whose self concepts were anchored in academic or athletic achievement.

In general, students with homogeneous friendship circles were more likely to give harsher responses to this case than those reporting that their best friends were distributed in and outside of the school environment. This is particularly evident on the version involving the Ku Klux Klan; about three-fourths of those students, compared with two-thirds of the respondents reporting greater heterogeneity of friends, would arrest the Klansmen. Again we find that the significance of the intent of the demonstration is weaker among the students whose friends are equally divided than among those with friends in one location.

School-spirited students tended to deal more severely with the demonstrators than did those who felt no duty to support athletic teams. The relationship between school spirit and anti-civil libertarianism is more pronounced in the Klan version; 77 per cent of the students feeling duty-bound to support their teams, as opposed to 71 per cent of those with a lesser sense of obligation, approve stopping the Klan's demonstration. The influence of the purpose of the demonstration is also greater among students conforming to the norms of school loyalty.

There was no relationship between beliefs about athletic ability and civil libertarian responses to this case. However, the responses of the seniors agreeing that athletic skill is inborn were less affected by the demonstrators' purpose.

Over half of the students agreed to the improper search described in Case No. 8. There is a 5 percentage point over-all range on this case among students with differing goals (Table 3-8). Since the variation is twice as great when the car occupants are not identified than when they are described as troublemakers, it appears that consensus on the applicability of the Fourth Amendment is dependent upon the reputations of the persons involved. On each version students aspiring mainly for popularity were least likely to agree to the illegal search and arrest. While the likelihood of all other students' agreeing with the improper police procedures was greater in the case involving men with police records, the responses of those endeavoring primarily to fulfill their religious ideals were unaffected by the reputations of the men.

Students planning to continue their education were much more likely to give a civil libertarian response on this case than were those intending to go no further than high school. The discrepancy between the two types is not great in the first

TABLE 3 - 7

Case #7. Per Cent Agreeing to Arrest Demonstrators

	Total	Demonstrators described as...		Diff. A --- B	Yule's Q	Base N
		A. Ku Klux Klan	B. Civil Rights			
Most Important Goal:						
Being accepted and liked by others	67.6	75.8	59.3	16.5	.36	774
Living up to religious ideals	65.8	73.1	58.4	14.7	.32	488
Future occupation	68.5	74.4	61.7	12.7	.28	723
Learning as much as possible	65.0	70.1	59.9	10.2	.22	622
Pleasing my parents	71.9	77.4	66.5	10.9	.26	399
Post-High School Plans:						
College	64.7	71.4	58.4	13.0	.28	1,928
Non-college	71.2	76.8	64.6	12.2	.29	940
Wish to be remembered as:						
Brilliant Student	64.0	70.1	57.8	12.3	.26	1,157
Athletic Star	73.6	77.7	69.3	8.4	.21	568
Most Popular	66.3	74.0	59.1	14.9	.33	719
Best Dressed	68.6	75.4	60.6	14.8	.33	369
Location of Friends:						
In this school	66.6	73.2	59.8	13.4	.30	1,350
Evenly divided	63.9	66.4	61.2	5.2	.11	299
Not in this school	68.3	75.5	60.9	14.6	.33	1,265
Duty to Support Team:						
Agree	68.8	76.9	61.0	15.9	.36	1,190
Disagree	65.2	71.0	58.8	12.2	.26	1,596
Athletic Ability is Inborn:						
Agree	66.3	71.9	60.6	11.3	.25	1,128
Disagree	67.1	74.3	59.4	14.9	.33	1,608

TABLE 3 - 8

Case #8. Per Cent Agreeing to Search of Car Stopped for Broken Headlight

	Total	Car Occupants are...		Diff. A --- B	Yule's Q	Base N
		A. Not Described	B. Constant Troublemakers			
Most Important Goal:						
Being accepted and liked by others	56.6	52.8	60.4	-7.6	-.15	778
Living up to religious ideals	61.8	61.5	62.2	- .7	-.02	490
Future occupation	59.0	56.0	62.4	-6.4	-.13	720
Learning as much as possible	60.0	55.6	64.3	-8.7	-.18	632
Pleasing my parents	60.2	56.3	64.0	-7.7	-.16	402
Post-High School Plans:						
College	58.0	55.9	60.0	-4.1	-.08	1,951
Non-college	62.2	57.0	68.3	-11.3	-.24	930
Wish to be remembered as:						
Brilliant Student	57.8	54.3	61.4	-7.1	-.14	1,167
Athletic Star	59.6	54.5	65.1	-10.6	-.22	575
Most Popular	61.5	60.7	62.2	-1.5	-.03	727
Best Dressed	63.1	58.5	68.5	-10.0	-.21	358
Location of Friends:						
In this school	61.4	59.3	63.5	-4.2	-.09	1,355
Evenly divided	54.3	50.3	58.5	-8.2	-.16	300
Not in this school	59.0	55.0	63.2	-8.2	-.17	1,272
Duty to Support Team:						
Agree	62.2	60.8	63.5	-2.7	-.06	1,197
Disagree	57.7	54.0	61.6	-7.6	-.16	1,604
Athletic Ability is Inborn:						
Agree	57.6	54.1	61.2	-7.1	-.14	1,139
Disagree	60.4	58.0	63.0	-5.0	-.10	1,610

version of the case, but becomes large when the men involved have bad reputations. The responses of the students with no plans for college were three times as affected by the description of the men as were the college-bound.

Differences in civil libertarianism among students with different self concepts produced a 5 percentage point overall range on this case. The variations are about equal on the two versions of the case; on each version, the seniors who saw themselves as good students were least likely to approve of the police action described in this case. While all other groups of students were influenced by the reputations of the men involved, the responses of students hoping to be remembered for popularity were virtually unaffected.

Students with mixed friendship groups were consistently less likely to agree to the improper search than were those with friends in one location. The responses of students reporting their friends to be classmates were least influenced by reputation.

Students supporting the teams were more harsh on this case than were those with less school spirit. The difference is particularly great in the version which provided no information about the occupants of the car; 61 per cent of those with school spirit would agree to the search, but only 54 per cent of those displaying less loyalty to their teams would approve of this unconstitutional act. Both categories of students were influenced by reputation; however, the impact of having a police record was twice as great among the seniors with less school spirit.

Acceptance or rejection of the statement that "athletic ability is inborn" bore a slight relationship to the responses to this case: those who agreed with it were somewhat more likely to be tolerant, especially if the car occupants are unidentified. Both were inclined to be more harsh towards the reputed troublemakers.

In the case involving the Sixth Amendment right to confront witnesses, half the students would agree to the unconstitutional act. Table 3-9 shows an over-all range of 9 percentage points when responses were classified according to the students' most important goals. The range was almost twice as great on the version in which the crime was murder than when an automobile accident was involved, and those ranking learning as their most important goal were also most likely to give civil libertarian responses on both versions. The students with religious, social, and intellectual orientations were unaffected by the nature of the crime. Students who sought job preparation were more likely to be sympathetic to the witness in the case of the accident, but those with a principal desire to please their parents were somewhat more responsive to her feelings in the murder case.

Students not planning on a college education were more likely to agree to an anonymous affidavit, regardless of the crime, than were the college-oriented respondents. Neither group was affected by the nature of the crime.

The over-all range of responses related to the students' self concepts is 9 percentage points. In the version in which the crime was murder, only 44 per cent of those with aspirations towards athletic excellence agreed to the anonymous affidavit, while 58 per cent of those who thought of themselves as stylish dressers would permit its use in lieu of testimony. There was a smaller range on the auto accident version since the proportion of the "best dressed" group who agreed declined. This category was the only one in which the type of crime had an impact upon the responses.

While the general likelihood of civil libertarian answers was not related to the focal point of friendship relations, 52 per cent of those with orientations to other collectivities accepted the idea of an anonymous affidavit in the murder case. In contrast, only 47 per cent of those with conflicting or ambiguous friendship orientations agreed to this suggestion. While those with consistent orientations were unaffected by the nature of the crime, those with ambiguous collectivity references were somewhat more influenced. Again, the results indicate that students having a single focus for their friendships, whether in or out of school, are more similar to each other in their susceptibility to being influenced by the particularistic elements of a case, than either of these social types are to those reporting dispersed friendships. It may be speculated that those with dispersed friends face dissonant situations by virtue of their ambiguous collectivity memberships and are therefore predisposed to emphasize unique, but not critical, features of all other situations.

School spirit bore some relationship to eliciting anti-civil libertarian responses to this case. The tendency for the more school-spirited to be less libertarian was particularly evident on the version involving an auto accident: 53 per cent of the more school-spirited students would permit the use of the anonymous affidavit, while only 48 per cent of the other students would do so. The nature of the crime, however, had a negligible effect when responses were classified in this way.

When responses were classified according to folk beliefs about athletic ability, no relationship was found; moreover, neither those accepting nor rejecting the conventional belief were influenced by the nature of the crime.

Almost three out of four students were favorably inclined towards reapportionment. However, as can be seen by Table 3-10, there was a sixteen point average range on this case among students oriented towards different goals. Since the range was wider in the version which indicated that reapportionment would favor "uneducated Mexicans," there seems to be greater disagreement among students when the general principle of one-man-one-vote is applied to a particular ethnic and educational group. While students with each goal were more likely to approve of reapportionment benefiting undifferentiated urban areas, the difference in responses between versions was highest among the students placing greatest value on social acceptance. Being more sensitive to personal characteristics in their own interpersonal relationships, it is not surprising that they would also be more easily influenced by the manner in

TABLE 3 - 9

Case #9. Per Cent Agreeing to Forego Right of Accused to Confront Witnesses

	Total	Crime witnessed is...		Diff. A --- B	Yule's Q	Base N
		A. Murder	B. Auto Accident			
Most Important Goal:						
Being accepted and liked by others	52.2	53.0	51.5	1.5	.03	779
Living up to religious ideals	51.9	52.0	51.8	.2	.00	491
Future occupation	52.9	49.4	56.8	-7.4	-.15	730
Learning as much as possible	44.1	43.3	44.9	-1.6	-.03	624
Pleasing my parents	53.4	58.4	48.5	9.9	.20	397
Post-High School Plans;						
College	48.4	47.8	48.9	-1.1	-.02	1,943
Non-college	53.1	54.0	52.1	1.9	.04	934
Wish to be remembered as:						
Brilliant Student	48.2	47.9	48.5	- .6	-.01	1,165
Athletic Star	45.6	43.9	47.5	-3.6	-.07	576
Most Popular	53.8	53.4	54.1	- .7	-.01	723
Best Dressed	55.1	58.2	51.5	6.7	.13	361
Location of Friends:						
In this school	49.4	48.5	50.3	-1.8	-.04	1,352
Evenly divided	49.8	47.0	52.7	-5.7	-.11	299
Not in this school	50.9	52.5	49.2	3.3	-.06	1,274
Duty to Support Team:						
Agree	52.1	51.5	52.7	-1.2	-.02	1,191
Disagree	48.5	49.0	47.9	1.1	.02	1,610
Athletic Ability is Inborn:						
Agree	50.7	50.4	51.0	- .6	-.01	1,140
Disagree	49.8	49.8	49.7	.1	.00	1,606

TABLE 3 - 10

Case #10. Per Cent Agreeing to Reapportion State due to Changes in Population Distribution

	Total	Change would favor...		Diff. A --- B	Yule's Q	Base N
		A. Urban Areas	B. Uneducated Mexicans			
Most Important Goal:						
Being accepted and liked by others	72.8	81.4	64.4	17.0	.42	657
Living up to religious ideals	70.9	77.3	64.6	12.7	.30	419
Future occupation	72.2	78.3	65.5	12.8	.31	620
Learning as much as possible	78.3	82.9	73.9	9.0	.26	535
Pleasing my parents	62.5	69.9	56.0	13.9	.29	328
Post-High School Plans:						
College	75.6	82.8	69.0	13.8	.37	1,708
Non-college	67.7	74.3	60.2	14.1	.31	744
Wish to be remembered as:						
Brilliant Student	76.0	83.1	69.2	13.9	.37	1,000
Athletic Star	68.4	77.0	59.9	17.1	.38	485
Most Popular	73.8	80.2	68.0	12.2	.31	631
Best Dressed	66.9	73.4	59.2	14.2	.31	293
Location of Friends:						
In this school	73.2	81.2	65.4	15.8	.39	1,166
Evenly divided	68.4	77.4	59.2	18.9	.40	244
Not in this school	74.0	78.8	69.3	9.5	.24	1,075
Duty to Support Team:						
Agree	70.8	78.6	63.5	15.1	.36	1,021
Disagree	75.0	80.4	69.5	10.9	.28	1,367
Athletic Ability is Inborn:						
Agree	73.3	79.5	67.1	12.4	.31	967
Disagree	72.9	79.5	66.3	13.2	.33	1,374

which voters were described in this case.

Consistent with the prior findings showing that students from a higher socio-economic background were more civil libertarian, the data reveal that students with higher educational aspirations, as indicated by having college plans, were more likely to favor reapportionment. This pattern is found regardless of the description of the voters who would gain political power, although both those planning to attend college and students with other plans were less likely to approve of reapportionment beneficial to Mexicans.

Generally, the likelihood of civil libertarian responses on this case was greatest among the students conceiving of themselves in terms of academic achievement, and least among those who thought of themselves as "best dressed." This patternment appeared on both versions of the case. However, the students with different self concepts were equally likely to be influenced by the characteristics of the voters involved.

Students with consistent memberships in friendship groups were more likely to approve of reapportionment than were those with conflicting collectivity orientations. There was no consistent pattern on the two versions. The data do show that students with friendships wholly within the school and those with ambiguous collectivity orientations were much more influenced by the attributes of the voters gaining from reapportionment than were those with friends wholly outside of the school.

The degree of school and team spirit is related to civil libertarian responses to this case: those feeling less loyalty to the team were more likely to approve of reapportionment. The pattern is pronounced when reapportionment would benefit voters of Mexican descent; only 63 percent of the more school spirited agreed to the change, while 69 percent of the less loyal students approved. In addition, the impact of the voters' education and ethnicity was greater on the former group of students.

There was no relationship between the students' beliefs about athletic ability and civil libertarian responses to either version of this case.

The seniors seemed to be cognizant of the prohibition of double jeopardy, rejecting it by a three-to-one ratio. When responses to this case are classified according to the principal goals of the students, an average range of 5 percentage points was found (Table 3-11). The range spread to 7 percentage points on the version describing the defendant as a traitor, indicating that the more sinister reputation of a suspect reduces consensus on the applicability of this basic right. While students were more likely to report civil libertarian attitudes towards the businessman, the weight of reputation was twice as great upon those who took their occupational preparation and parents' approval as goals than those who valued their schoolmates' friendship above all else.

The future plans of the respondents made little difference in the likelihood of liberal responses; however, the college-bound students were somewhat less harsh towards the suspected traitor than were the other students. Thus, the influence of the defendant's reputation was greater upon the responses of the students with lower educational aspirations.

There was a small average range of responses according to the students' preferred reputations. The variation is again greater when the defendant is described as a prominent businessman than as a traitor. This appears to be due to the fact that, unlike the other students, those who wished to be remembered for popularity were unaffected by the reputation of the acquitted man.

Students with different collectivity orientations were almost equally likely to give lenient responses on this case. However, we find that the reputed traitor was twice as likely to receive harsher treatment than the businessman from the students whose friends are outside their schools than from those whose friends are schoolmates.

School spirit also seems to be unrelated to responses to this case. However, those with less school spirit were more unfair inasmuch as their responses differed more according to the reputation of the defendant.

Those seniors believing athletic ability to be inborn were somewhat more likely to be harsh in this case than were those who did not accept this conventional myth. On the other hand, the students who subscribe to belief that athletic excellence is learned were two times more influenced by reputation.

The relatively small average variation of 4 percentage points among students with various goals was found on the case

TABLE 3 - 11

Case #11. Per Cent Agreeing to Double Jeopardy

	Total	Defendant described as...		Diff. A --- B	Yule's Q	Base N
		A. Prominent Businessman	B. Suspect of Treason			
Most Important Goal:						
Being accepted and liked by others	23.4	21.2	25.5	-4.3	-.12	726
Living up to religious ideals	28.3	24.2	32.2	-8.1	-.20	442
Future occupation	23.4	18.8	28.7	-9.9	-.27	678
Learning as much as possible	25.2	22.2	28.2	-6.0	-.15	580
Pleasing my parents	26.0	20.8	31.2	-10.4	-.27	369
Post-High School Plans:						
College	23.4	20.2	26.3	-6.1	-.17	1,798
Non-college	25.6	21.5	30.2	-8.7	-.23	861
Wish to be remembered as:						
Brilliant Student	22.9	18.2	27.5	-9.3	-.26	1,058
Athletic Star	25.3	21.7	28.9	-7.2	-.19	546
Most Popular	24.7	24.8	24.7	.1	.00	671
Best Dressed	23.1	19.6	27.0	-7.4	-.21	338
Location of Friends:						
In this school	24.8	22.3	27.2	-4.9	-.13	1,256
Evenly divided	24.4	20.8	28.0	-7.2	-.19	283
Not in this school	23.3	18.8	27.8	-9.0	-.25	1,163
Duty to Support Team:						
Agree	24.4	21.5	27.1	-5.6	-.15	1,120
Disagree	23.3	19.6	27.1	-7.5	-.21	1,478
Athletic Ability is Inborn:						
Agree	24.8	22.7	26.9	-4.2	-.11	1,051
Disagree	22.4	18.4	26.5	-8.1	-.23	1,503

TABLE 3 - 12

Case #12. Per Cent Agreeing to Use of Drug-Induced Confessions

	Total	Defendant described as...		Diff. A --- B	Yule's Q	Base N
		A. Labor Racketeer	B. Mother of Small Children			
Most Important Goal:						
Being accepted and liked by others	20.8	22.4	19.2	3.2	.09	779
Living up to religious ideals	19.3	24.7	14.1	10.6	.33	491
Future occupation	17.4	19.3	15.3	4.0	.14	724
Learning as much as possible	17.3	19.3	15.3	4.0	.14	631
Pleasing my parents	21.0	24.6	17.6	7.0	.20	399
Post-High School Plans:						
College	17.9	20.4	15.6	4.8	.16	1,955
Non-college	22.3	25.1	19.1	6.0	.17	936
Wish to be remembered as:						
Brilliant Student	16.4	19.6	13.3	6.3	.23	1,171
Athletic Star	20.5	19.9	21.1	-1.2	-.04	575
Most Popular	21.6	25.2	18.2	7.0	.20	732
Best Dressed	20.1	22.8	17.0	5.8	.18	368
Location of Friends:						
In this school	20.1	22.1	18.2	3.9	.12	1,356
Evenly divided	18.4	23.9	12.8	11.1	.36	304
Not in this school	18.9	21.2	16.6	4.6	.15	1,277
Duty to Support Team:						
Agree	19.7	21.6	17.8	3.8	.12	1,205
Disagree	18.6	21.4	15.6	5.8	.19	1,616
Athletic Ability is Inborn:						
Agree	19.8	22.9	16.7	6.2	.20	1,152
Disagree	18.0	19.6	16.2	3.4	.12	1,620

involving the use of drug-induced confessions (Table 3-12). While the students were generally more civil libertarian in response to the version involving a mother, the effect of the description of the accused was variable: the students who sought to live up to the precepts of their religion were almost four times more affected as were those who took acceptance by their peers as their goal.

Students planning to attend college were consistently more likely to be lenient on this case than were those intending to enter the labor market upon graduating from high school. This relationship, however, is somewhat weaker in the version describing the accused as a mother. Both those with college plans and those who intended to end their education with a high school diploma were more favorably disposed towards the mother; but there was no difference in the importance of the defendant's social status.

Classifying the responses by the students' self-images produced a 4 percentage point range of civil libertarianism. The range is wider on the version describing the defendant as a mother, although on both versions the respondents preferring to be thought of as good students were least likely to agree to the use of drug-induced confessions. It is noteworthy that only the responses of the students who wished to be recalled for their athletic achievements were unaffected by the characteristics of the accused.

Over-all, the location of the students' friends was unrelated to responses to this case. The version describing the accused as a mother of small children produced fairly divergent responses: while only 13 percent of the students with conflicting collectivity orientations approved using the drug-induced confession, 18 percent of those whose friendship groups are entirely composed of schoolmates would accept using it as evidence. In addition, while students with each friendship group composition were inclined to dealing more severely with the reputed labor racketeer, the identity of the accused had the strongest impact upon students with mixed groups of friends.

School spirit appears to be unrelated to responses to this case. However, the students with less loyalty to their teams were somewhat more likely to take the characteristics of the defendant into account.

Agreement with the conventional belief about athletic skill is also not strongly related to responses to this case. The data show that among those answering the version describing the accused as a labor racketeer, agreement with the popular explanation of athletic ability is more strongly associated with civil libertarianism. Students subscribing to this belief also were somewhat more influenced by the description of the defendant than those who rejected it.

When the responses to Case No. 13 were cross-tabulated with the students' choice of goals, only a 4 percentage point range was found (Table 3-13). The greater lack of consensus on the version describing the expelled student as a minister's son may be due to conflict between feeling that while the First Amendment applies to this situation, it is inappropriate for a minister's son to object to school prayers. It is noteworthy that the students who took parental approval as their major goal were most likely to agree with the expulsion on both versions of the case. While students with other goals were slightly more lenient to the atheist's son, those who sought occupational preparation were much more influenced in favor of the minister's son, by the boy's identity.

The future plans of the students bore no relationship to their responses to this case. Moreover, both those intending to enter college and those with other plans were equally unaffected by the family background of the student who refused to participate in public school prayers.

The responses to this case appear to be related to the students' self-concepts. Those hoping to have a reputation for academic achievement were consistently more lenient than were those with other ideal self-images. Moreover, the respondents choosing the "brilliant student" label were also totally unaffected by the identity of the boy involved. Compared with the others, those desiring to be well-dressed were notably more likely to be harsh to the atheist than to the minister's son.

The students' friendship orientations appear to be unrelated to civil libertarian responses to this case. However, on the version describing the student as a minister's son, 10 percent of those with mixed groups of friends agreed to expel him, but only 6 percent of those whose friends were located within the school would accept this action. The influence of the students' background was particularly strong within the group reporting ambiguous collectivity orientations, in favor of the son of an atheist. However, those whose friends were their schoolmates were more likely to be lenient with the minister's son.

School spirit appears unrelated to civil libertarianism on this case and to the influence of the student's description.

Those students who accepted the conventional conception of athletic ability were somewhat more likely to agree to the expulsion. This relationship is found on both cases; neither those with the conventional belief nor those who thought athletic skill is acquired were markedly influenced by the identity of the boy.

In general, a preponderance of high school seniors were likely to support the politician's private rights against the newspaper's right to publish with impunity. The findings reported in Table 3-14 indicate that the range among students with different primary goals was narrow on both versions of this case, indicating substantial agreement. Students seeking occupational preparation were slightly more likely to favor the newspaper on both versions than were those with other goals. While all groups were influenced by the reputation of the politician, its impact was strongest upon students who sought to live up to the precepts of their religions.

There were no substantial differences on this case according to the future plans of the seniors. However, the students planning to attend college were more influenced by the politician's reputation than those who were terminating their education.

Students desiring to be remembered as well-dressed were most

TABLE 3 - 13

Case #13. Per Cent Agreeing to Expel Boy who Refuses to Participate in Public School Prayers

	Total	Boy described as...		Diff. A --- B	Yule's Q	Base N
		A. Son of Minister	B. Son of Atheist			
Most Important Goal:						
Being accepted and liked by others	6.4	7.1	5.7	1.4	.12	794
Living up to religious ideals	8.4	9.1	7.8	1.3	.09	487
Future occupation	5.3	3.8	7.0	-3.2	-.31	730
Learning as much as possible	5.8	6.0	5.6	.4	.04	634
Pleasing my parents	8.9	10.0	7.9	2.1	.12	403
Post-High School Plans:						
College	6.6	6.9	6.4	.5	.04	1,968
Non-college	7.6	7.9	7.2	.7	.05	939
Wish to be remembered as:						
Brilliant Student	5.4	5.4	5.4	0.0	.00	1,179
Athletic Star	8.7	9.5	7.8	1.7	.11	577
Most Popular	6.8	7.6	6.0	1.6	.13	736
Best Dressed	7.9	7.0	9.0	-2.0	-.14	366
Location of Friends:						
In this school	6.6	5.8	7.4	-1.6	-.13	1,367
Evenly divided	7.8	9.6	6.0	3.6	.25	307
Not in this school	6.9	8.0	5.9	2.1	.16	1,281
Duty to Support Team:						
Agree	7.4	8.0	6.8	1.2	.09	1,217
Disagree	6.3	6.1	6.5	- .4	-.04	1,624
Athletic Ability is Inborn:						
Agree	8.5	8.9	8.0	.9	.06	1,157
Disagree	5.1	5.0	5.2	-.2	-.01	1,631

TABLE 3 - 14

Case #14. Per Cent Agreeing to Politician's Suit Against Newspaper for Libellous Ad

	Total	Politician's Reputation is...		Diff. A --- B	Yule's Q	Base N
		A. Bad	B. Good			
Most Important Goal:						
Being accepted and liked by others	90.5	88.4	92.6	-4.2	-.24	782
Living up to religious ideals	90.5	88.9	91.9	-2.0	-.26	483
Future occupation	87.6	86.5	88.7	-2.2	-.10	723
Learning as much as possible	88.2	86.8	89.6	-2.8	-.13	628
Pleasing my parents	90.2	88.4	92.0	-3.6	-.20	398
Post-High School Plans:						
College	89.6	88.0	91.1	-3.1	-.16	1,958
Non-college	88.4	87.5	89.5	-2.0	-.10	916
Wish to be remembered as:						
Brilliant Student	88.3	86.6	90.0	-3.4	-.16	1,168
Athletic Star	90.9	88.0	93.9	-5.9	-.35	569
Most Popular	90.4	89.2	91.4	-2.2	-.12	728
Best Dressed	86.9	88.0	85.6	2.4	.10	359
Location of Friends:						
In this school	89.6	88.2	91.0	-2.8	-.15	1,355
Evenly divided	87.4	84.4	90.5	-6.1	-.27	301
Not in this school	89.1	87.9	90.2	-2.3	-.12	1,264
Duty to Support Team:						
Agree	90.4	90.3	90.6	- .3	-.02	1,202
Disagree	88.3	86.2	90.6	-4.4	-.22	1,613
Athletic Ability is Inborn:						
Agree	87.6	85.3	89.8	-4.5	-.20	1,151
Disagree	90.6	90.1	91.2	-1.1	-.06	1,612

likely to give civil libertarian responses on this case, particularly when the politician has a good reputation: 86 percent of the "best dressed," compared with 94 percent of those with self-concepts ordered around their athletic ability, would support the politician's suit. It is noteworthy that the students wishing to be well-dressed were more likely to support the newspaper when the politician has a good reputation, although those with other self-images were influenced by reputation in the opposite direction.

Over-all, the student's collectity references were unrelated to the responses. However, on the version ascribing a poor reputation to the politician, 88 percent of the students with friends within their schools, compared with 84 percent of those with mixed friendships, supported the politician against the newspaper. Although students with each pattern of friendship were more favorably inclined toward the politician with a good reputation, the impact was twice as great among students with conflicting collectivity orientations.

Degree of school spirit and leniency on this case were unrelated. However, on the version in which the politician had a bad reputation, the students with less school spirit were more likely to support the newspaper than were the more loyal students. The influence of reputation was negligible among the latter students, but was greater among those with less school spirit.

Students who rejected the conventional explanation of athletic ability were more likely to favor the politician than were those who accepted its validity, especially when the politician has a bad reputation. The influence of character was substantially greater upon those accepting the generalization about athletic ability.

The data concerning the secret trial of a suspected traitor show a 9 percentage point range of responses among students reporting different principal goals (Table 3-15). That this variation is greater on the version in which the suspected traitor is undescribed is noteworthy. Moreover, on both versions the students whose major goal was in fulfilling their religious ideals were most likely to permit waiving the rights of the accused to a public trial. Only those students who strove to prepare for their future jobs were markedly influenced by the identity of the traitor, being harsher with the one described as singing star.

Students hoping to attend college were consistently more civil libertarian on this case than were those who had other plans. Neither group of students was influenced by the description of the accused to a noteworthy extent.

There was a 7 percentage point average range among students with different self-concepts, and the variation was slightly greater on the version in which the traitor was not otherwise described. The seniors who desired reputations for scholastic achievement were more likely to be civil libertarian on both versions.

Students with friends within their schools were less likely to approve of a secret trial than were those whose friendships were outside their schools. No consistent pattern is revealed

TABLE 3 - 15

Case #15. Per Cent Agreeing to Secret Trial of Treason Suspect

	Total	Defendant is...		Diff. A --- B	Yule's Q	Base N
		A. Not Described	B. Singing Star			
Most Important Goal:						
Being accepted and liked by others	61.3	60.6	61.9	-1.3	-.03	759
Living up to religious ideals	66.1	67.0	65.3	1.7	.04	466
Future occupation	57.3	53.1	62.0	-8.9	-.18	705
Learning as much as possible	56.6	56.7	56.4	.3	.01	610
Pleasing my parents	63.0	64.5	61.5	3.0	.06	381
Post-High School Plans:						
College	57.3	55.9	58.7	-2.8	-.06	1,880
Non-college	63.2	63.5	62.9	.6	.01	900
Wish to be remembered as:						
Brilliant Student	56.6	54.8	58.4	-3.6	-.07	1,116
Athletic Star	61.1	63.3	58.8	4.5	.09	558
Most Popular	60.8	59.3	62.3	-3.0	-.06	710
Best Dressed	64.1	64.6	63.5	1.1	.02	351
Location of Friends:						
In this school	57.0	55.3	58.8	-3.5	-.07	1,306
Evenly divided	60.5	63.8	57.1	6.7	.14	296
Not in this school	62.2	61.3	63.0	-1.7	-.04	1,222
Duty to Support Team:						
Agree	61.3	59.0	63.5	-4.5	-.10	1,171
Disagree	58.1	58.7	57.4	1.3	.02	1,563
Athletic Ability is Inborn:						
Agree	60.2	61.1	59.2	1.9	.04	1,117
Disagree	59.3	57.6	61.0	-3.4	-.07	1,567

TABLE 3 - 16

Case #16. Per Cent Agreeing to Excessive Bail to Prevent Suspects from Leaving the Country

	Total	Suspects described as...		Diff. A --- B	Yule's Q	Base N
		A. Corporation Executives	B. Communist Party			
Most Important Goal:						
Being accepted and liked by others	70.7	67.3	73.8	[illegible].5	-.16	706
Living up to religious ideals	71.4	66.4	76.2	[illegible].8	-.24	437
Future occupation	67.4	63.5	71.8	-8.3	-.19	675
Learning as much as possible	68.9	64.2	73.3	-9.1	-.21	582
Pleasing my parents	71.1	67.6	74.6	-7.0	-.17	353
Post-High School Plans:						
College	67.2	62.3	71.8	-9.5	-.21	1,785
Non-college	71.8	67.8	76.3	-8.5	-.21	839
Wish to be remembered as:						
Brilliant Student	66.6	59.8	73.2	-13.4	-.29	1,069
Athletic Star	73.3	69.2	77.5	-8.3	-.21	528
Most Popular	70.6	69.0	72.0	-3.0	-.07	657
Best Dressed	64.3	61.3	67.8	-6.5	-.14	322
Location of Friends:						
In this school	66.9	61.4	72.2	-10.8	-.24	1,227
Evenly divided	68.9	63.1	75.2	-12.1	-.28	286
Not in this school	70.9	67.5	74.2	-6.7	-.16	1,150
Duty to Support Team:						
Agree	72.1	68.3	75.6	-7.3	-.18	1,103
Disagree	66.4	61.3	71.8	-10.5	-.23	1,487
Athletic Ability is Inborn:						
Agree	70.4	65.7	74.9	-9.2	-.22	1,056
Disagree	67.9	63.2	72.9	-9.7	-.22	1,491

in the responses to the two versions. However, we again find that the influence of the characteristics of the persons involved was more nearly alike on those with homogeneous circles of friends than between either of those groups and the students with dissonant affiliations.

The less school spirited students were more likely to exhibit civil libertarianism on this case, especially when the accused traitor is a singing star. However, the identities of the suspects had little impact upon either group of students.

There was little difference in the likelihood of giving civil libertarian responses between students who believed that athletic ability is innate and those who rejected this belief. Neither group was significantly influenced by the characteristics of the suspected traitors.

All told, almost two out of three students had agreed to excessive bail in the situation described in Case No. 16. Data reported in Table 3-16 show that there is a range of only 4 percentage points among students with different goals. The range remains constant across the two versions of the case, with students seeking occupational preparation being least likely to be harsh towards both the executives and the Communists. The students generally approved of excessive bail more often for the Communists. Political non-conformity produced marked discrepancy among those ranking religious ideals as their highest goal.

Students planning to attend college were more likely to give civil libertarian responses to this case than were those with lower aspirations, especially when executives were involved. The suspect's political positions had a substantial, but equal, influence upon the responses of both groups of students.

The over-all range of responses among students with different self-concepts was 9 percentage points regardless of the version to which they were exposed. On each version, the students preferring to be remembered for athletic ability were least likely to be civil libertarian. Although all classes of students were likely to be harsher to the Communists, the significance of the suspects' identities was four times greater for those wishing to be remembered for academic ability than on those who valued personal popularity.

The location of the respondents' friends seems to bear no systematic relationship to responses on this case. Although those who had friends within their schools were most likely to give civil libertarian responses over-all, this is not the case when the two versions are considered separately. The identities of the defendants had less influence upon the students whose circles of friends were outside their schools, although each group of students was likely to be more lenient to the executives than to the Communists.

Students with school spirit were more likely than others to deal harshly with the defendants in this case. This relationship obtains on both versions of the situation, but the influence of the suspects' identities is greater among those not duty-bound to support the team.

Students believing athletic ability to be innate were consistently less likely to give civil libertarian responses to this case than were those who emphasized the importance of learning in athletics. Both groups were more likely to approve of excessive bail in the case of the Communists.

Table 3 17 reports the findings on the two cases for which there was only one version. In Case No. 17, 59 per cent of the students stressing occupational preparation, compared with 63 per cent of those who sought to win their parents' approval, agreed to jail the leaders of the right-wing group.

No associations were found between civil libertarian responses on this case and postgraduate plans, self concept, locations of friends, or acceptance of the popular belief that athletic ability is inborn. However, the less school-spirited students were more likely to be lenient on this case than were those indicating school loyalty.

On the average, less than a third of the students agreed that the assassination remarks were conspiratorial and constituted "clear and present danger." However, there was substantial disagreement on this case among students with different goals; the range between those valuing their parents' opinions and those seeking to live up to the precepts of their religions was over 8 percentage points.

The students' future plans, friendship group compositions, school spirit, and acceptance of the conventional belief about skill in sports were found to be unrelated to the chances of agreeing to put the man in custody for his remarks.

TABLE 3 - 17

Distribution of Responses to Cases in Which Descriptions of the Accused did not differ

	Per cent agreeing that:			
	Case #17. Paramilitary group leaders should be jailed		Case #18. Assassination remarks are conspiratorial	
	Total	Base N	Total	Base N
Most Important Goal:				
Being accepted and liked by others	61.9	722	30.7	753
Living up to religious ideals	59.9	429	34.7	461
Future occupation	58.6	679	32.1	694
Learning as much as possible	60.2	575	32.6	610
Pleasing my parents	62.6	356	26.3	384
Post-High School Plans:				
College	60.5	1,774	31.5	1,882
Non-college	60.3	857	30.8	885
Wish to be remembered as:				
Brilliant Student	61.8	1,062	32.2	1,117
Athletic Star	58.1	537	33.6	550
Most Popular	61.2	658	29.0	689
Best Dressed	59.2	326	30.3	360
Location of Friends:				
In this school	61.6	1,236	29.6	1,299
Evenly divided	59.1	286	34.8	296
Not in this school	59.3	1,143	32.3	1,213
Duty to Support Team:				
Agree	63.7	1,088	31.4	1,173
Disagree	57.9	1,497	31.3	1,561
Athletic Ability is Inborn:				
Agree	60.2	1,064	30.9	1,115
Disagree	60.2	1,473	32.0	1,570

However, the data show that students who thought of themselves as popular were more likely to give civil libertarian responses on this case; 29 percent of those students, as contrasted with 34 percent of those with self-concepts organized around athletic achievement, would agree to interpret the remarks as indicative of a conspiracy.

In addition, a 5 percentage point range was disclosed among students whose friendship groups had different compositions. The students whose circle of best friends was made up of school-mates were most likely to give civil libertarian responses on this case.

Summary

The relationship between civil libertarian dispositions and student values may be summarized by considering the pattern of answers to each version of the case separately, thereby giving 34 instances in which a position consistent with the Bill of Rights could have been taken.

Goals. Students having goals concerned with learning or occupational preparation gave the greatest proportion of civil libertarian responses: the job-oriented seniors were most civil libertarian in 12 of the 34 versions of the cases, and those valuing the acquisition of knowledge were most tolerant in 11 of them. In contrast, the respondents whose goals were determined by their parents' wishes or their religious beliefs were found to be least likely to give civil libertarian answers, each ranking as most civil libertarian only three times.

Thus, it appears that who tend to view the school as providing the means for attaining future goals, occupational or academic, were most likely to protect the civil rights of the people involved in these cases. Those with the more immediate goal of being accepted by their peers were less civil libertarian over-all, while the students who were more submissive to parental or religious authority were most frequently anti-civil libertarian.

The readiness to apply the rule of law was indexed by the degree to which respondents appeared to have been influenced by a knowledge about the personal or social characteristics of the people involved in the situations described in the two versions of each case.

Inspection of the data relating to this measure of providing equal treatment disclosed that students indicating submission to parental wishes were most unfair with the greatest frequency. Those valuing social acceptance and popularity, on the other hand, were also most frequently indifferent to the characteristics of defendants.

Future plans. The college-bound students were more likely to be civil libertarian than those planning to enter the job market in 25 of the 34 case versions. Students planning college attendance had made the appropriate choice of routes to economic success (for the girls, by increasing the probability of their marrying a promising man). Presumably, those students employed the high school as a means to college entrance and eventual prestige. However, students intending to enter the job market directly after high school did not make the more advantageous choice either in their use of high school or in their plans for the future. Thus again the ability to regard the high school as a means is highly related to civil libertarianism. In addition, that students with better opportunities were more sensitive to the applicability of basic rights is consistent with the findings reported in Chapter 2, which indicated that children of upper class homes were more civil libertarian.

As might be expected from the previous discussion, college-bound students appeared to have considered unique characteristics of the cases irrelevant more often than those who were not planning to continue their education.

Self-concept. The seniors thinking of themselves as good students were most civil libertarian on a majority of the cases. When the categories are regrouped into instrumental (academic or athletic achievement) and expressive (popularity and stylish dress) roles, we find that the instrumentally-oriented students gave the highest proportion of civil libertarian responses on 21 of the 34 cases. One might expect that the expressively-oriented students respond to situations in terms of how much gratification they can receive from others and thus were more affective and particularistic. Consequently, it is not surprising that these students tend to exhibit the form of particularism involved in anti-civil libertarian responses when applying social values to specific situations.

In contrast to those who saw themselves in the image of the "most popular" and for whom personal characteristics did not matter, those basing their self images on such extrinsic symbols as being "best dressed" were prepared to apply the norm of equal treatment least often.

Collectivity orientation. The proportion of civil libertarian responses was unrelated to the location of the students' friends. In fact, the distribution of responses was almost random.

The norm of fair play was found to be strongly correlated with the manner in which students appear to be integrated into their friendship cliques. Those reporting that most of their best friends were within the immediate school environment accorded equal treatment most often, followed by those whose friendship groups were composed of non-classmates. In contrast to this pattern, those who claimed multiple memberships in friendship groups in and out of school were also predominantly unfair.

School spirit. Students who identified less with their schools were more civil libertarian than those with more school spirit on 27 out of 34 versions. One might speculate that those with a lower commitment to the school are the students who regard it as a means to the goal of success in the economic system. More commitment may imply taking the school years as a source of gratification which is immediate and more satisfying than the long-term rewards available in future life. This tendency to prefer the pleasures immediately available may be associated with a relative inability to perceive the appropriate means to ends.

The problem of specifying the extent of applicability in concrete situations of the basic values embodied in the Constitution and Bill of Rights is precisely one of delineating ambiguous means-ends relationships. Thus, one would expect that those who treat means (i.e., a high school education) as ends in themselves would be more likely to respond to the particular context of the case and to disregard the civil liberties import of it. However, those having long-range goals which require regarding the high school as a means may tend to be civil libertarian because they are more predisposed to recognize and respond to those elements of any situation that correspond to more general principles.

The expectation that social solidarity produced by involvement in school sports programs is associated with fair play could not be substantiated in the data. This suggests that the norms of sportsmanship are not equivalent or generalizable to the rule of law.

Conventional beliefs. The students rejecting the popular belief that athletic ability is inborn were more civil libertarian than those accepting this belief on only 18 of the 34 case versions. Thus, there seems to be no relationship between conventionality, as indexed by this variable, and civil libertarianism. The expectation that the democratic implications of believing that athletic ability can be achieved or learned are related to fair play was not supported by the data.

CHAPTER IV

SUMMARY AND CONCLUSION

This exploration into civil libertarianism among high school students was predicated on two main assumptions. First, it was assumed that the legal concepts of due process and the rule of law are analogous to the social norms of fair play. In order to operate, Supreme Court rulings involving civil liberties are thereby codified forms of public conscience and morality. Second, it was assumed that the educational program has, as one of its main goals, the inculcation of these broad civic values in such a way that they may be applied to concrete circumstances. An important implication of these twin assumptions is that upon entering the political community, a high degree of consensus concerning human rights as directly and indirectly embodied in the Bill of Rights should characterize the products of the educational systems. If education is to remain the main bulwark of democratic freedoms in an increasingly pluralistic social order, this consensus should transcend such attributes as differential educational achievement or aspiration, social class background, sex differences, and the distinctive social climates representing enclaves of parochial values.

In the main, the results of this survey offer little comfort for those dedicated to civil liberties or for those believing that the school should be the principal agency for producing a citizenry capable of implementing these principles.

Findings reported in Chapter 1 showed a number of instances in which the students appeared to reject several of the most fundamental tenets embodied in our heritage and expressed in the Bill of Rights. Confronted by descriptions of situations in which both explicit and implicit civil rights had been violated, a preponderence of students responded approvingly to the use of improperly gathered evidence, secret trials, search without probable cause, setting of excessive bail, and to the use of anonymous witnesses. In addition, virtually all of the students seemed to be unaware of the censorship implications in allowing newspapers to be sued for libel by those who have chosen to participate in the sometimes vitriolic debate on public issues.

Furthermore, these findings also demonstrated that, independently of the application of civil libertarian values, students were especially prone to be influenced, in varying degrees, by the personal and social attributes of the people described in the incidents. Thus, the application of justice was shown to be strongly qualified by the "cult of personality."

As a rule, people to whom political non-conformity, moral deviance, and lower ethnic or socio-economic status had been imputed were less likely to be accorded constitutionally protected support than their more respected or innocuous counterparts. Thus, it was found that:

--A man described as a homosexual was more likely to be jailed than one who was unidentified;

--Klu Klux Klan members demonstrating against integration were more likely to be arrested than civil rights marchers;

--An indigent described as convicted of child molestation was less likely to be given an opportunity to appeal than one described as guilty of robbery;

--Reapportionment was more likely to be approved when redistricting was described as enhancing the political power of unidentified urbanites than when it was described as favoring areas inhabited by "uneducated Mexicans";

--Excessive bail was more likely to be approved when defendants were described as Communists than when they were identified as business executives accused of fraud;

--A suspected murderer also suspected of treason was more likely to be placed in double jeopardy than one described as a prominent businessman;

--Individuals described as known troublemakers with police records were more likely to be arrested after an improper search than when they were not otherwise identified;

--The use of a drug-induced confession as evidence was more likely to be approved when the defendant was described as a "labor racketeer" with an Italian-sounding name than when the defendant was described as a mother with an Anglo-Saxon name;

--A libel suit against a newspaper was more likely to be approved of when the plaintiff was described as having a "good" rather than a "bad" reputation;

--Using eavesdrop information as evidence was more likely to be accepted when the suspects were described as dope peddlers than when they were described as physicians.

Chapters 2 and 3 described some of the social and educational correlates of civil libertarianism in an effort to assess the educational system's success in preparing students to participate effectively in a democratic society based on the Bill of Rights. In these chapters, it was found that:

--Girls were only slightly less tolerant than boys in the frequency with which they responded in a civil libertarian direction. However, girls differed substantially from boys in being more strongly influenced by the personal, extralegal traits of the principals described in the cases;

--Those from white collar family backgrounds supported the civil libertarian position more frequently than did students from blue collar backgrounds. In addition, higher status seniors differed from those from working class backgrounds in being substantially less likely to be swayed by the personal characteristics of the individuals involved in civil liberties cases;

--No systematic relationship independent of social class was found to be based on parental educational background;

--Involvement in religious activities was inversely related to civil libertarianism, but the relationship was weak. Religiosity appeared to be unrelated to the likelihood of being fair;

--Seniors with above-average scholastic records were more likely to take civil libertarian positions than those with poorer academic records. However, there was almost no difference between good and poor students in how strongly they were influenced by the personal attributes of the defendants;

--There was a wide range of response patterns among schools, suggesting that each school represents a distinctive climate of opinion and values. The educational program, therefore, does not function to inculcate a single set of shared values and beliefs about the Bill of Rights;

--Students reporting themselves as future-oriented, as compared with those seeking immediate gratifications, were more civil libertarian and were more likely to accord equal treatment;

--College-bound seniors were more likely to respond in a civil libertarian manner than those ending their formal education with high school graduation; they were also more likely to ignore the extralegal characteristics of defendants;

--Those whose self-images were based on achieved traits were more likely to be civil libertarian than those whose self-concepts were linked to ascribed attributes. Moreover, the readiness to apply equal treatment independently of personal traits was positively associated with achievable self-images;

--The location of friends, whether in or out of school, was unrelated to civil libertarianism. However, those claiming multiple memberships in friendship groups both in and out of school were most strongly influenced by personal characteristics; on the other hand, those integrated in friendship groups within the school environment were most likely to be fair;

- --Those indicating less school spirit by having a lower commitment to the athletic program were more civil libertarian than those indicating involvement. On the other hand, solidarity, presumptively induced by involvement in athletic programs, was uncorrelated with fair play--the norms of sportsmanship do not seem to be equivalent to the rule of law;
- --There was no relationship between beliefs regarding the ascribed or achieved basis of athletic prowess and civil libertarianism. Moreover, the belief that athletic ability is learned was also unrelated to the likelihood of providing equal treatment.

In sum, the findings appear to demonstrate that the schools have been unable to produce a high degree of consensus about constitutionally protected freedoms in a number of critical areas. On balance, those from more privileged social backgrounds, destined eventually to occupy elite positions during adulthood, differ consistently from the others in their greater disposition to hold and express civil libertarian values. This suggests that, while the schools tend to reinforce the orientations already possessed by such students, they are unable to change or replace those held by the less privileged. Contrary to some interpretations* similar findings concerning civil liberties, we see potential danger to a democratically organized political community when there is a wide discrepancy between leaders and followers regarding the applicability of that society's ultimate moral judgments.

Some of the reasons for the schools' inability to inculcate an appreciation for our traditions lie in their failure to offer the student an environment that is a microcosm of the social forces and structures characterizing modern society. The adversary principle that is basic to our method of determining justice and the conflict that is the main ingredient of a dynamic, modern society find few, if any, parallels in an educational environment in which controversy is avoided and dissent is punished.

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*cf. Samuel A. Stouffer, Communism, Conformity, and Civil Liberties: A Cross-Section of the Nation Speaks Its Mind, New York: Doubleday and Company, 1955, p. 57.

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APPENDIX

A STUDY OF STUDENT OPINION AND ATTITUDES

conducted by

The Department of Sociology
Reed College

This questionnaire is part of a study to learn about the interests and attitudes of students in various kinds of high school situations. Please try to answer the questions in this booklet *as quickly as possible*, without spending too much time on any single question. It is important that we have your "first impression" answers to most of these questions. We are not asking you for your name on this booklet; we are asking you to complete it anonymously in order to get your frank and honest personal opinions. No one in this school will see your answers, which are strictly confidential. Your booklet will not be seen by anyone but the people who will make up statistical tabulations from the information you provide.

Please remember: This is an attitude and opinion questionnaire, and not a test. There are no "right" or "wrong" answers. Most of the questions can be answered by circling numbers (like this: ③), by filling in numbers in blanks, or by making check-marks. Sometimes the printed answers do not quite fit what you are thinking. In such cases, please try to choose the answer that come *closest* to your own opinion, even if the wording is not quite as you would put it. Do not skip any of the questions.

DO NOT WRITE YOUR NAME OR ANY OTHER IDENTIFYING INFORMATION ANYWHERE IN THIS QUESTIONNAIRE BOOKLET

TO THE READER OF THIS REPORT:

THERE WERE TWO VERSIONS OF PAGES 9-14. A GIVEN RESPONDENT RECEIVED ONLY ONE, HEREIN LABELLED "A" AND "B"

PERSONAL AND FAMILY INFORMATON

1. What is your sex? *(Circle one number)*

Male	1
Female	2

2. What is your race? *(Circle one number)*

Caucasian (White)	1
Negro	2
Oriental	3
Other	4

3. How much formal education did your parents have? *(Circle one number for the highest level in each column)*

My Mother		My Father
1	some grade school	1
2	finished grade school	2
3	some high school	3
4	finished high school	4
5	some college	5
6	finished college	6
7	attended a graduate or professional school after college	7
8	I don't know	8

4. What is your father's occupation? What does he do? Try to be as specific as you can. *(If he is dead, say what his occupation was.)*

____

5. In what sort of place or business does your father work? *(Don't mention names; describe such as, office, trucking company, furniture factory, etc.)*

____

6. What is your mother's occupation? What does she do if she works outside of the home?

____

7. In what sort of place or business does your mother work (if or when she does)? *(Don't mention names; describe such as office, furniture factory, etc.)*

____

8. Does your mother have a job outside the home now? *(Circle one number)*

Yes, full-time	1
Yes, part-time	2
No	3

9. Are your parents living? *(Circle one number)*

both living	1
only mother living	2
only father living	3
neither living	4

10. Are your parents divorced or separated? *(Circle one number)*

Yes	1
No	2

11. Do you live with.....*(Circle one number)*

mother and father?	1
mother and stepfather?	2
father and stepmother?	3
mother?	4
father?	5

Other (write in ____________________)

12. What is your religion? *(Circle one number and fill in)*

Protestant	1
(Denomination, if any: ________________)	
Catholic	2
Jewish	3
Other (write in ____________________)	
None	4
I prefer not to answer this question	5

13. How often did you attend religious services during the last year? *(Circle one number)*

At least once a week	1
Twice a month	2
About once a month	3
A few times during the year	4
Never	5
I prefer not to answer this question	6

14. About what was your family's income last year? *(Make your best guess and circle the appropriate number)*

Under $2,000	1
$2,000 – $2,999	2
$3,000 – $3,999	3
$4,000 – $4,999	4
$5,000 – $5,999	5
$6,000 – $6,999	6
$7,000 – $7,999	7
$8,000 – $8,999	8
$9,000 – $9,999	9
$10,000 – $14,999	10
$15,000 or more	11

15. About what is your over-all grade average so far in high school? *(Circle your best estimate)*

A A– B+ B B– C+ C C– D+ D D– F

16. If you had your choice of going to any high school you wanted to, which one would you choose? *(write in name)*

____

17. If school were not compulsory and it were completely up to you, would you.....*(Circle one number)*

stay in school until graduation? 1
leave school before graduation? 2
I don't know 3

18. What are you planning to do after you leave high school? *(Circle one number)*

Go to work 1
Go to college 2
Go into the military 3
Get special training, not college . . . 4
I don't know 5
None of the above 6

19. What kind of work or occupation would you like to go into after you finish your education? *(list your occupational preference, include "housewife," if applicable)*

1st Choice ________________________
2nd Choice ________________________
3rd Choice ________________________

20. When do you think you will get married? *(Circle number of your best guess)*

Within the next year 1
Between 1 to 4 years from now 2
More than 4 years from now 3
Probably never 4
I don't know/no opinion. 5

21. If you could be remembered here at school for only one of the three things below, which one would you want it to be? *(Circle one number)*

brilliant student 1
athletic star 2
most popular 3
best dressed 4

22. Are most of your best friends...*(Circle one number)*

in this school? 1
not in this school? 2
about evenly divided between this school and outside? 3

23. Compared with most of your friends, are your grades..... *(Circle best answer number)*

about the same? 1
higher? 2
lower? 3
I don't know 4

24. Compared with most of the students in this school, are your grades.....*Circle one number)*

about the same? 1
higher? 2
lower? 3
I don't know 4

25. How many brothers and/or sisters do you have? *(fill in number you have, if any)*

I have _______older brothers
I have _______younger brothers
I have _______older sisters
I have _______younger sisters.

26. Did anyone influence you about your future plans?

Which of the people listed below have you talked to about your plans for the future? (Check)	How much influence did each person have on your plans? (Circle one number in each row)				
	A Great Deal	Quite a bit	Some	Very Little	No Influence
____ parents	1	2	3	4	5
____ teachers	1	2	3	4	5
____ friends, girls . . .	1	2	3	4	5
____ friends, boys . . .	1	2	3	4	5
____ counselors	1	2	3	4	5
____ brothers/sisters .	1	2	3	4	5
____ Other (who?) . . . __________	1	2	3	4	5

____ I didn't talk to anyone about my plans.

27. Different people strive for different things. Among the things you yourself might strive for during your high school days, just how important is each of the following?

(Rank from 1 to 5 by writing a "1" in front of the most important, a "2" in front of the next important and so on until you get to "5" for the least important of these items)

________ being accepted and liked by other students
________ living up to my religious ideals
________ planning for my future occupation
________ learning as much as possible in school
________ pleasing my parents

- -

28. People often compare themselves with those around them. What is your impression of your own chances of living a happy, satisfying adult life?

(Circle only one number in each row)

MY OWN CHANCES OF LIVING A HAPPY, SATISFYING ADULT LIFE ARE.....

COMPARED WITH.....	*Worse*	About the *Same*	Better	I don't know; have no impression
...most of my best friends	1	2	3	4
...most of the other students in this school . .	1	2	3	4
...most other people my age in Portland	1	2	3	4
...my father	1	2	3	4
...my mother	1	2	3	4
...most adults I know	1	2	3	4

29. Compared with other people you know, what is your impression of your own chances of getting the kind of job or occupation you want?

(Circle only one number in each row)

MY OWN CHANCES OF EVENTUALLY GETTING THE KIND OF JOB I WANT ARE.....

COMPARED WITH.....	Worse	About the Same	Better	I dont' know; have no impression
...most of my best friends	1	2	3	4
...most of the other students in this school . .	1	2	3	4
...most other people my age in Portland	1	2	3	4
...my father	1	2	3	4
...my mother	1	2	3	4
...most adults I know	1	2	3	4

IF YOU ARE A BOY: Skip page 4 and answer the questions on page 5.
IF YOU ARE A GIRL: Go to the next page and skip page

— FOR GIRLS ONLY —

30a. Jane is doing well in a biology class, because she has a hobby of collecting and identifying things, and she enjoys doing experiments. One day her science teacher asks Jane if she would like to be the assistant in class. At about the same time, Jane is informed that she has made the rally (cheerleading) squad that she has worked very hard to be on. In order to be the biology teacher's assistant, Jane would have to stay after school to help the teacher set up experiments and demonstrations for the next day's classes. On the other hand, in order to be on the rally squad Jane would have to attend daily practice after school. Jane cannot be both the teacher's assistant and a cheerleader at the same time.

SUPPOSE THAT SOMETHING LIKE THAT HAD HAPPENED TO YOU ---

a. How would you feel about being asked to be the teacher's assistant?
(Circle one number)

I would feel proud 1
It's something I would not care for . . . 2
I'd have mixed feelings. 3

b. How would you feel about making the rally squad?
(Circle one number)

I would feel proud 1
It's something I would not care for . . . 2
I'd have mixed feelings. 3

c. If you were faced with having to make a choice like that, which would you probably choose?
(Circle one number)

I would become the teacher's assistant 1
I would join the rally squad 2

d. What would most of your friends think about your being asked to be the teacher's assistant? *(Circle one number)*

They would envy me and look up to me 1
They would kid me, but would still envy me. 2
They would look down on me 3
They wouldn't care one way or the other 4

e. What would most of your friends think about your being asked to be on the rally squad?
(Circle one number)

They would envy me and look up to me 1
They would kid me, but would still envy me. 2
They would look down on me 3
They wouldn't care one way or the other 4

f. How would your parents feel about your being asked to be the teacher's assistant? *(Circle one number)*

both would be very proud of me 1
they might feel a little proud. 2
mother would be proud, father wouldn't care. 3
father would be proud, mother wouldn't care. 4
they wouldn't care one way or the other 5

g. How would your parents feel about your making the rally squad? *(Circle one number)*

both would be very proud of me 1
they might feel a little proud. 2
mother would be proud, father wouldn't care. 3
father would be proud, mother wouldn't care. 4
they wouldn't care one way or the other 5

— FOR BOYS ONLY —

30b. Bill is doing well in a science class, because he has a hobby of collecting, and identifying things, and he enjoys doing experiments. One day his science teacher asks Bill if he would like to be the assistant in class. At about the same time, one of the coaches informs Bill that he has made the team that he has worked very hard to be on. In order to be the science teacher's assistant, Bill would have to stay after school to help the teacher set up experiments and demonstrations for the next day's classes. On the other hand, in order to be on the team Bill would have to attend daily practice after school. Bill cannot be both the teacher's assistant and on the team at the same time.

SUPPOSE THAT SOMETHING LIKE THAT HAD HAPPENED TO YOU ---

a. How would you feel about being asked to be the teacher's assistant? *(Circle one number)*

I would feel proud 1
It's something I would not care for . . . 2
I'd have mixed feelings 3

a. How would you feel about making team? *(Circle one number)*

I would feel proud 1
It's something I would not care for 2
I'd have mixed feelings 3

c. If you were faced with having to make a choice like that, which would you probably choose?

(Circle one number)

I would become the teacher's assistant 1
I would join the team 2

d. What would most of your friends think about your being asked to be the teacher's assistant?

(Circle one number)

They would envy me and look up to me 1
They would kid me, but would still envy me 2
They would look down on me 3
They wouldn't care one way or the other 4

e. What would most of your friends think about your being asked to be on the team?

(Circle one number)

They would envy me and look up to me 1
They would kid me, but would still envy me 2
They would look down on me 3
They wouldn't care one way or the other 4

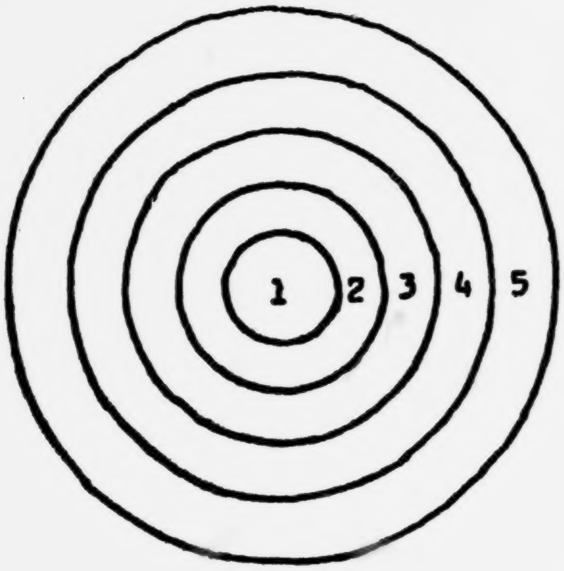
f. How would your parents feel about your being asked to be the teacher's assistant? *(Circle one number)*

both would be very proud of me 1
they might feel a little proud. 2
mother would be proud, father wouldn't care 3
father would be proud, mother wouldn't care 4
they wouldn't care one way or the other 5

g. How would your parents feel about your making the team? *(Circle one number)*

both would be very proud of me 1
they might feel a little proud. 2
mother would be proud, father wouldn't care 3
father would be proud, mother wouldn't care 4
they wouldn't care one way or the other 5

31. SUPPOSE THAT THE CIRCLE BELOW REPRESENTS THE VARIOUS ACTIVITIES THAT GO ON HERE AT SCHOOL --



a. Think of the circle as representing the activities that most of the students in this school feel are important and worthwhile. How far out from the center of these activities are you?

Circle one number to show where you feel you are 1 2 3 4 5
Circle one number to show where you would like to be 1 2 3 4 5

b. Now think of the circle as representing the activities that your very best friends think are important and worthwhile. How far out from the center of these activities are you?

Circle one number to show where you feel you are 1 2 3 4 5
Circle one number to show where you would like to be 1 2 3 4 5

c. Now think of the circle as representing the activities that the students in the leading crowd think are important and worthwhile. How far out from the center of these activities are you?

Circle one number to show where you feel you are 1 2 3 4 5
Circle one number to show where you would like to be 1 2 3 4 5

d. Now think of the circle as representing the activities that most of the teachers think are important and worthwhile. How far out from the center of these activities are you?

Circle one number to show where you feel you are 1 2 3 4 5
Circle one number to show where you would like to be 1 2 3 4 5

e. Now think of the circle as representing the school activities that your parents think are important and worthwhile. How far out from the center of these activities are you?

Circle one number to show where you feel you are.. . . . . 1 2 3 4 5
Circle one number to show where you would like to be 1 2 3 4 4

People have different ideas about what "really counts" or makes a difference about a person. What are the three most important thins that a person would have to have in order to make a good impression or be popular with each of the kinds of people listed below?

(From the list of traits given at the bottom, pick the three that you think would most impress each of the kinds of people listed at the left. Under the appropriate heading, write in the number of the trait these people would consider "most important," another number for the trait they would consider "second in importance", and another number for the trait they would consider "third in importance".)

	Most Important	Second in Importance	Third in Importance
Most of the girls in this school are impressed by	________	________	________
Most of the boys in this school are impressed by	________	________	________
Most of my best friends are impressed by	________	________	________
Most of the students in the leading crowd are impressed by	________	________	________
Most of the teachers in this school are impressed by	________	________	________
I am personally impressed by	________	________	________

1. having "personality"
2. being an athletic star
3. having a good reputation
4. having good looks
5. having high grades
6. having a nice car
7. coming from the right family or the right neighborhood
8. having lots of sharp clothes
9. having lots of money
10. being active in school activities, such as rally squad, service clubs, etc.
11. being friendly
12. being an "individualist"
13. outside school activities
14. being fair
15. being popular, well-liked by everyone
16. being courteous
17. being cooperative; going along with the crowd

The following pages contain some brief stories that reflect a few of the many complex problems and tensions facing modern society. There are many differences of opinion about how some of these problems are handled and sometimes the Supreme Court is called upon to reach a decision about the issues involved. Sometimes one's own personal opinion about how a situation was handled by the local police and judges does not agree with what the Supreme Court judges eventually decide about it. Furthermore, just as individuals sometimes change their minds, the Supreme Court also changes its mind.

Imagine each of the situations described in the following pages as you might read about it in a daily newspaper. We would like you to do two things:

First, -- Mark whether you personally agree or disagree with what happened in the underlined part of the story by circling the appropriate number in the left-hand box, labeled **MY PERSONAL OPINION.**

Second, -- After you have circled your own personal opinion, we want you to guess at whether most of the Supreme Court judges would agree or disagree with what happened in the underlined part of the story. Circle the appropriate number in the right-hand box, labeled **WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE.**

READ EACH SITUATION AS RAPIDLY AS YOU CAN AND REMEMBER TO CIRCLE ONLY ONE NUMBER IN EACH BOX.

A.

Bill Carter, who has born in Portland, takes a job and lives in Canada for a number of years. While there he pays his taxes to the Canadian government, marries a Canadian girl, and votes in local elections. He decides to tour Europe and asks the U.S. to give him a passport. Carter's application is rejected on the grounds that he is no longer an American citizen.

MY PERSONAL OPINION

I personally...	
Agree	1
Disagree	2
I don't know; can't decide	3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...	
Agree	1
Disagree	2
I don't know; can't guess	3

David Harding is brought to trial and convicted for molesting several small children. After his lawyer withdraws from the case, Harding hires another to appeal the verdict by asking for a new trial. His new lawyer needs a complete copy of the trial record which would cost several hundred dollars. Since Harding can't afford to pay for the transcript, his lawyer asks the court for a free one. The request is denied.

MY PERSONAL OPINION

I personally...	
Agree	1
Disagree	2
I don't know; can't decide	3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...	
Agree	1
Disagree	2
I don't know; can't guess	3

Two doctors, Joe Allen and Richard Stanton, are arrested and charged with violating federal narcotics laws. Allen hires a lawyer, pleads not guilty, and is released on bail. Stanton decides to cooperate with the police and lets a federal agent install a radio transmitter in his car. Unknown to Allen, the agent listens in on a conversation the two men have in Stanton's car. At the trial, the federal agent testifies against Allen using information he has overheard. Since Allen's lawyer wasn't present when the federal agent overheard the conversation, this evidence cannot be used and the case against Allen is dropped.

MY PERSONAL OPINION

I personally...	
Agree	1
Disagree	2
I don't know; can't decide	3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...	
Agree	1
Disagree	2
I don't know; can't guess	3

B.

Mrs. Olga Schneider was born in Germany but came to this country as a child and became a U.S. citizen at the age of 16. After marrying a German, she returned to Germany and has lived there ever since, except for two short visits to the U.S. When her U.S. passport is about to expire Mrs. Schneider applies for an extension of it. Her application is rejected on the grounds that she is no longer an American citizen.

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

David Harding is brought to trial and convicted of robbery. After his lawyer withdraws from the case, Harding hires another to appeal the verdict by asking for a new trial. His new lawyer needs a complete copy of the trial record which would cost several hundred dollars. Since Harding can't afford to pay for the transcript, his lawyer asks the court for a free one. The request is denied.

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

Two known dope peddlers, Joe Allen and Richard Stanton, are arrested and charged with violating federal narcotics laws. Allen hires a lawyer, pleads not guilty, and is released on bail. Stanton decides to cooperate with the police and lets a federal agent install a radio transmitter in his car. Unknown to Allen, the agent listens in on a conversation the two men have in Stanton's car. At the trial, the federal agent testifies against Allen using information he has overheard. Since Allen's lawyer wasn't present when the federal agent overheard the conversation, this evidence cannot be used and the case against Allen is dropped.

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

A.

A state law requires all college teachers to sign a loyalty oath which declares loyalty to the federal and state governments. One teacher, whom many people suspect has Communist leanings, refuses to sign, claiming that the wording of the oath is so vague that it is meaningless. **The teacher loses his job for refusing to sign the oath.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

A theatre manager shows a foreign film which is considered to be an art film. However, some people think it is obscene and complain to the authorities, who arrest and bring the theatre manager to court. **He is fined and jailed for possessing and exhibiting an obscene film.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

Robert Burns, a Negro, is found guilty of forgery by a jury. Burns asks for a new trial because there were no Negroes on the jury that convicted him. Although more than 30% of the people in this community are colored, no Negro has been selected for jury duty in over twenty years. The judge declares that objections to an all-white jury should have been made before the trial began. **Burns' request for a new trial is therefore turned down.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

B.

A state law requires all college teachers to sign a loyalty oath which declares loyalty to the federal and state governments. A highly respected teacher refuses to sign, claiming that the oath is so vague that it is meaningless. **The teacher loses his job for refusing to sign the oath.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

A theatre manager, known to be a homosexual, shows a foreign movie which is considered to be an art film. However, some people think it is obscene and complain to the authorities, who arrest and bring the theatre manager to court. **He is found guilty, fined, and jailed for possessing and exhibiting an obscene film.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

Robert Burns, a Negro, is found guilty of rape by a jury. Burns asks for a new trial because there were no Negroes on the jury that convicted him. Although more than 30% of the people in this community are colored, no Negro has been selected for jury duty in over twenty years. The judge diclares that objections to an all-white jury should have been made before the trial began. **Burns' request for a new trial is therefore turned down.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

A.

About 200 Ku Klux Klan demonstrators in a Southern city marched to City Hall to protest against racial integration. Police officials, believing that there were some "troublemakers" among both the marchers and the onlookers, sent about 30 officers to the scene and informed the demonstrators that they would be arrested if they did not disperse in 15 minutes. The demonstrators instead listened to a speech by one of their leaders and began chanting and stamping their feet. **At the end of 15 minutes the demonstrators were all arrested for disturbing the peace.**

MY PERSONAL OPINION	WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE
I personally...	Most of the Supreme Court Judges would probably...
Agree 1	Agree 1
Disagree 2	Disagree 2
I don't know; can't decide 3	I don't know; can't guess 3

Three men in a car are stopped by the police because of a broken headlight. While the car is stopped, the police decide to search the car. In the trunk the police find some ducks that have been shot out of season. **The men are arrested and fined heavily for hunting out of season.**

MY PERSONAL OPINION	WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE
I personally...	Most of the Supreme Court Judges would probably...
Agree 1	Agree 1
Disagree 2	Disagree 2
I don't know; can't decide 3	I don't know; can't guess 3

Jenny Hicks, a very shy young woman, was an eyewitness to a murder. If she testifies at the trial of the accused, she will feel personally embarrassed. In accordance with her wishes, **the judge permits Miss Hicks to submit a sworn affidavit so that her identity is not revealed in the court proceedings and to the accused.**

MY PERSONAL OPINION	WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE
I personally...	Most of the Supreme Court Judges would probably...
Agree 1	Agree 1
Disagree 2	Disagree 2
I don't know; can't decide 3	I don't know; can't guess 3

B.

About 200 demonstrators in a Southern city marched to City Hall to protest against racial discrimination. Police officials, believing that there were some "troublemakers" among both the marchers and the onlookers, sent about 30 officers to the scene and informed the demonstrators that they would be arrested if they did not disperse in 15 minutes. The demonstrators instead listened to a speech by one of their leaders and began chanting and stamping their feet. At the end of 15 minutes the demonstrators were all arrested for disturbing the peace.

MY PERSONAL OPINION	WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE
I personally...	Most of the Supreme Court Judges would probably...
Agree 1	Agree 1
Disagree 2	Disagree 2
I don't know; can't decide 3	I don't know; can't guess 3

Three men in a car are stopped by the police because of a broken headlight. The police recognize the men as constant troublemakers with police records, and therefore decide to search the car. In the trunk the police find some ducks that have been shot out of season. The men are arrested and fined heavily for hunting out of season.

MY PERSONAL OPINION	WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE
I personally...	Most of the Supreme Court Judges would probably...
Agree 1	Agree 1
Disagree 2	Disagree 2
I don't know; can't decide 3	I don't know; can't guess 3

Jenny Hicks, a very shy young woman, was an eyewitness to a serious automobile accident. If she testifies at the trial she will feel personally embarrassed. In accordance with her wishes, the judge permits Miss Hicks to submit a sworn affidavit so that her identity is not revealed in the court proceedings and to the accused.

MY PERSONAL OPINION	WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE
I personally...	Most of the Supreme Court Judges would probably...
Agree 1	Agree 1
Disagree 2	Disagree 2
I don't know; can't decide 3	I don't know; can't guess 3

A.

Several voters go to court claiming that the voting districts for the state legislature discriminates against voters living in districts whose population has increased more than other districts since the last apportionment. Redistricting would mean giving more voting power to urban areas. **The court orders the state to be reapportioned.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

George Adams, a prominent businessman, is charged with first degree murder in connection with the death of one of his business associates. He is taken to court, but the jury finds him innocent of this charge. Still convinced that he is guilty of murder, the District Attorney brings a charge of second degree murder against Adams. This time, at his second trial, **Adams is found guilty.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

Eddie Catalloni, a labor racketeer, has shot and killed a policeman. Catalloni himself is wounded and sent to a hospital. At the hospital he is given some drugs in preparation for surgery. While under the influence of the drugs, Catalloni is questioned about the shooting and confesses to murder. The confession is introduced during the trial, and **Catalloni is found guilty.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

B.

Several voters go to court claiming that the voting districts for the state legislature discriminate against voters living in districts whose population has increased more than other districts since the last apportionment. Redistricting would mean giving more voting power to areas where many uneducated Mexicans live. **The court orders a change in the apportionment.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges
would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

George Adams, whom many people suspect of treason against the U.S., is charged with first degree murder in connection with the death of one of his political associates. He is taken to court, but the jury finds him innocent of this charge. Still convinced that he is guilty of murder, the District Attorney brings a charge of second degree murder against Adams. This time, at his second trial, **Adams is found guilty.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges
would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

Mary Brown, a mother with four small children, has shot and killed a policeman. Mrs. Brown herself is wounded and sent to the hospital. At the hospital she is given some drugs in preparation for surgery. While under the influence of the drugs, Mrs. Brown is questioned about the shooting and confesses to murder. The confession is introduced during the trial, and **Mrs. Brown is found guilty.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges
would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

A.

John Baxter, son of a minister, refuses to take part in Bible and prayer reading during opening exercises in his public school because he believes that religious exercises should be conducted in the home and at church. Bible reading in the schools is required by State law, so **John is expelled from school for refusing to obey.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

An ad in a newspaper severely criticizes the actions of James Moore, an office-holding politician with a bad reputation in the community. The ad contains some false statements about these actions. Moore sues the newspaper for libel, saying that his reputation has been damaged. **The jury agrees with Moore and orders the newspaper to pay him damages.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

A private organization of citizens, concerned about the threat of Communism, carries out drills and maneuvers using surplus military weapons it has bought. The organization has formed "guerrilla bands" which it says will carry on the fight if the Communists should ever take over the nation. **The organization is ordered disbanded and its leaders are arrested and jailed.**

MY PERSONAL OPINION

I personally...

Agree 1
Disagree 2
I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1
Disagree 2
I don't know;
can't guess 3

B.

John Baxter, who is the son of a well-known atheist, refuses to take part in Bible and prayer reading during opening exercises in his public school because he believes that religious exercises, if any, should be conducted in the home and at church. Bible reading in the schools is required by State law, so **John is expelled from school for refusing to obey.**

MY PERSONAL OPINION

I personally...

Agree 1

Disagree 2

I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1

Disagree 2

I don't know;
can't guess 3

An ad in a newspaper severely criticizes the actions of James Moore, a public official with a good reputation in the community. The ad contains some false statements about these actions. Moore sues the newspaper for libel, saying that his reputation has been damaged. **The jury agrees with Moore and orders the newspaper to pay him damages.**

MY PERSONAL OPINION

I personally...

Agree 1

Disagree 2

I don't know;
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WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1

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A private organization of citizens, concerned about the threat of Communism, carries out drills and maneuvers using surplus military weapons it has bought. The organization has formed "guerrilla bands" which it says will carry on the fight if the Communists should ever take over the nation. **The organization is ordered disbanded and its leaders are arrested and jailed.**

MY PERSONAL OPINION

I personally...

Agree 1

Disagree 2

I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1

Disagree 2

I don't know;
can't guess 3

A.

John Frank has been arrested for delivering military secrets to a potential enemy of the U.S. while traveling in a foreign country. Some of the evidence in the case could involve releasing information about the secret methods used in apprehending him. Also, there is a good chance that large crowds of Frank's friends would try to arouse public sympathy for him and create trouble in the courtroom. For these reasons, it is decided to hold Frank's trial in a secret place, without reporters and other outsiders around.

MY PERSONAL OPINION

I personally...	
Agree	1
Disagree	2
I don't know; can't decide	3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...	
Agree	1
Disagree	2
I don't know; can't guess	3

A group of executives in some large corporations is arrested for conspiring to fix the prices and for providing faulty equipment in some government contracts. Although the accused produce financial records showing that they cannot raise the money, the judge sets bail at $50,000 each to prevent the businessmen from "jumping bail" and leaving the country.

MY PERSONAL OPINION

I personally...	
Agree	1
Disagree	2
I don't know; can't decide	3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...	
Agree	1
Disagree	2
I don't know; can't guess	3

Two men are standing in a crowd waiting for a bus in a large city. One man says: "That bum Carter is a lousy governor; hanging is too good for him." The other man replies: "Yeah, I'd like to be the one to rub him out. I'm a crack shot, and I'm just waiting for the chance to test my marksmanship on that guy." The second man is arrested for his comments.

MY PERSONAL OPINION

I personally...	
Agree	1
Disagree	2
I don't know; can't decide	3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...	
Agree	1
Disagree	2
I don't know; can't guess	3

B.

John Frank, a very popular singing star and TV personality, has been arrested for delivering military secrets to a potential enemy of the U.S. while traveling in a foreign country. Some of the evidence in the case could involve releasing information about the secret methods used in apprehending him. Also, there is a good chance that large crowds of Frank's fans would try to arouse public sympathy for him and create trouble in the courtroom. For these reasons, **It is decided to hold Frank's trial in a secret place, without reporters and other outsiders around.**

MY PERSONAL OPINION

I personally...

Agree 1

Disagree 2

I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1

Disagree 2

I don't know;
can't guess 3

A group of Communist Party leaders is arrested for conspiring to advocate the violent overthrow of the Government. Although the accused produce financial records showing that they cannot raise the money, **the judge sets bail at $50,000 each to prevent the Communists from "jumping bail" and leaving the country.**

MY PERSONAL OPINION

I personally...

Agree 1

Disagree 2

I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1

Disagree 2

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MY PERSONAL OPINION

I personally...

Agree 1

Disagree 2

I don't know;
can't decide 3

WHAT I THINK THE SUPREME COURT'S OPINION WOULD BE

Most of the Supreme Court Judges would probably...

Agree 1

Disagree 2

I don't know;
can't guess 3

Please indicate your personal feelings about each of the following statements by circling one of the seven numbers.

Circle:
1 -- if you agree strongly
2 -- if you agree, but not as strongly
3 -- if you agree slightly
4 -- if you have no opinion, or are neutral
5 -- if you disagree slightly
6 -- if you disagree, but not strongly
7 -- if you disagree strongly

	Agree Strongly	Agree Not as Strongly	Agree Slightly	No Opinion Neutral	Disagree Slightly	Disagree not as Strongly	Disagree Strongly
1. Some people say that you can't make plans for the future; you should only live from one day to another. . . .	1	2	3	4	5	6	7
2. In spite of what some people say, the lot of the average man is getting worse, not better today	1	2	3	4	5	6	7
3. These days a person doesn't really know whom he can count on	1	2	3	4	5	6	7
4. There's little use talking to school advisors and officials because often they aren't really interested in the problems of the average student	1	2	3	4	5	6	7
5. It's hardly fair for people to bring children into the world with the way things look for the future	1	2	3	4	5	6	7
6. Human nature is fundamentally cooperative	1	2	3	4	5	6	7
7. In general teachers aren't really interested in helping the students; they are only interested in the money they get	1	2	3	4	5	6	7
8. Success is due to hard work; luck has little to do with it.	1	2	3	4	5	6	7
9. In general, most people look out for themselves rather than for others	1	2	3	4	5	6	7
10. Anyone can get into college if his family has enough money	1	2	3	4	5	6	7
11. When you come right down to it, the student leaders around here are really only a clique; an "in" group . . .	1	2	3	4	5	6	7
12. The general public is not qualified to vote on today's complex issues	1	2	3	4	5	6	7
13. It is the duty of every student in this high school to go out and support the school teams	1	2	3	4	5	6	7
14. A woman's place is in the home	1	2	3	4	5	6	7
15. Student body officers are much more interested in becoming popular than in representing the average student	1	2	3	4	5	6	7

	Agree Strongly	Agree Not as Strongly	Agree Slightly	No Opionin Neutral	Disagree Slightly	Disagree not as Strongly	Disagree Strongly
16. The way things are today, you can't be too careful in your dealings with people; most people just can't be trusted	1	2	3	4	5	6	7
17. Political candidates are usually chosen by political machines	1	2	3	4	5	6	7
18. Eighteen–year olds are not qualified to vote on today's complex issues	1	2	3	4	5	6	7
19. Student government leaders are in general responsive to the desires of the student body	1	2	3	4	5	6	7
20. If you don't watch yourself, people will take advantage of you	1	2	3	4	5	6	7
21. In general, it is impossible to evaluate the candidates running for public office because the common voter doesn't know enough about what they are really like.	1	2	3	4	5	6	7
22. No one is going to care much what happens to you, when you get right down to it	1	2	3	4	5	6	7
23. Athletic ability is something you are born with; you either have it or you don't	1	2	3	4	5	6	7
24. There's little use in writing to public officials since they aren't really interested in the problems of the average man	1	2	3	4	5	6	7
25. When you come right down to it, it's not the common voter who decides who shall be elected to public office; this is decided by powerful groups like big business and labor unions	1	2	3	4	5	6	7
26. What my parents don't know about me won't hurt them	1	2	3	4	5	6	7
27. Who you are is more important than what you can do in getting ahead in this society.	1	2	3	4	5	6	7
28. The end often justifies the means	1	2	3	4	5	6	7
29. People's ideas change so much that I wonder if we'll ever have anything to depend on	1	2	3	4	5	6	7
30. Everything is relative, and there just aren't any definite rules to live by	1	2	3	4	5	6	7
31. I often wonder what the meaning of life really is	1	2	3	4	5	6	7
32. The only thing one can be sure of today is that he can be sure of nothing	1	2	3	4	5	6	7
33. With so many religions around, one really doesn't know which to believe	1	2	3	4	5	6	7
34. I like to compete with other people	1	2	3	4	5	6	7

INSTRUCTIONS

We want you to put a check mark in one of the seven places between each of the word-pairs to show how much you would apply that scale to the particular phrase listed on top.

For example, if you feel that a word applies **VERY MUCH** to the phrase on the top of the scale, you would check like this:

GOOD ✓:—:—:—:—:—:— BAD or GOOD —:—:—:—:—:—:✓ BAD

If you feel the words are **QUITE CLOSELY** related--but not very close--to the phrase, then you would mark like this:

GOOD —:✓:—:—:—:—:— BAD or GOOD —:—:—:—:—:✓:— BAD

If you feel that the scale can be only **SLIGHTLY** applied to the phrase, you would check like this:

GOOD —:—:✓:—:—:—:— BAD or GOOD —:—:—:—:✓:—:— BAD

But if you feel that the phrase is equally related to **both ends** of a scale, or, if you feel it is unrelated to the word-pair at all, then you would put a check in the middle, like this:

GOOD —:—:—:✓:—:—:— BAD

POLICEMAN

DIRTY —:—:—:—:—:—:— CLEAN

BEAUTIFUL —:—:—:—:—:—:— UGLY

DISHONEST —:—:—:—:—:—:— HONEST

NICE —:—:—:—:—:—:— AWFUL

BAD —:—:—:—:—:—:— GOOD

TRAITOR

CLEAN —:—:—:—:—:—:— DIRTY

UGLY —:—:—:—:—:—:— BEAUTIFUL

HONEST —:—:—:—:—:—:— DISHONEST

AWFUL —:—:—:—:—:—:— NICE

GOOD —:—:—:—:—:—:— BAD

AMERICANS

DIRTY —:—:—:—:—:—:— CLEAN

BAD —:—:—:—:—:—:— GOOD

AWFUL —:—:—:—:—:—:— NICE

UGLY —:—:—:—:—:—:— BEAUTIFUL

DISHONEST —:—:—:—:—:—:— HONEST

ATHEIST

UGLY —:—:—:—:—:—:— BEAUTIFUL

HONEST —:—:—:—:—:—:— DISHONEST

DIRTY —:—:—:—:—:—:— CLEAN

GOOD —:—:—:—:—:—:— BAD

AWFUL —:—:—:—:—:—:— NICE

COMMUNISTS

BAD —:—:—:—:—:—:— GOOD

NICE —:—:—:—:—:—:— AWFUL

DISHONEST —:—:—:—:—:—:— HONEST

BEAUTIFUL —:—:—:—:—:—:— UGLY

DIRTY —:—:—:—:—:—:— CLEAN

MYSELF

GOOD —:—:—:—:—:—:— BAD

AWFUL —:—:—:—:—:—:— NICE

HONEST —:—:—:—:—:—:— DISHONEST

UGLY —:—:—:—:—:—:— BEAUTIFUL

CLEAN —:—:—:—:—:—:— DIRTY

MY PARENTS

NICE —:—:—:—:—:—:— AWFUL

BAD —:—:—:—:—:—:— GOOD

CLEAN —:—:—:—:—:—:— DIRTY

UGLY —:—:—:—:—:—:— BEAUTIFUL

HONEST —:—:—:—:—:—:— DISHONEST

NEGROES

HONEST —:—:—:—:—:—:— DISHONEST

AWFUL —:—:—:—:—:—:— NICE

GOOD —:—:—:—:—:—:— BAD

DIRTY —:—:—:—:—:—:— CLEAN

BEAUTIFUL —:—:—:—:—:—:— UGLY

MURDERER

AWFUL —:—:—:—:—:—:— NICE

GOOD —:—:—:—:—:—:— BAD

DIRTY —:—:—:—:—:—:— CLEAN

BEAUTIFUL —:—:—:—:—:—:— UGLY

DISHONEST —:—:—:—:—:—:— HONEST

TEACHERS

HONEST —:—:—:—:—:—:— DISHONEST

BEAUTIFUL —:—:—:—:—:—:— UGLY

CLEAN —:—:—:—:—:—:— DIRTY

NICE —:—:—:—:—:—:— AWFUL

GOOD —:—:—:—:—:—:— BAD